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ABSTRACT

Designed to meet the needs of the community of Warren, Ohio, for competent office clerks, this course of study is presented as a sample that illustrates a format based on the instructional systems development (ISD) process. As a course of study for preparing students for entry-level employment as clerk-typists, file clerks, billing clerks, payroll clerks, mail clerks, receptionists, or reprographics operators, the guide is intended for use by teachers in preparing lesson plans for a two-year (junior and senior) high school program. Introductory material includes statements of the philosophy, list of ten objectives for the program, three-page course outline (by weeks) of the two-year program, and a four-page discussion of the general program strategy. The body of the guide consists of instructional outlines organized by task (e.g., type business letters, transcribe machine dictation) for both the junior and senior year. The outline for each task includes suggested number of hours, suggested lab performance activities, notes on instructional strategy, list of materials, supplies, and equipment, and notes on evaluation method. The junior year program covers acquisition of basic manipulative skills necessary to operate six different machines. The senior year program uses an office simulation to provide a realistic setting for refining basic skills, knowledge, and attitudes through actual practice. Included in the appendixes are a bibliography, safety rules, equipment maintenance guidelines, laboratory layout, rotation schedules for use of equipment, and example lesson plans. (JT)

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COURSE OF STUDY
FOR
GENERAL OFFICE CLERK

Grades Eleven and Twelve

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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March, 1977

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ACKNOWLEDGMENTS

This guide was developed as a special project of the Division of Vocational Education, Ohio Department of Education, to be used as a sample course of study.

Special acknowledgment is given to Daniel J. Vicarel, Supervisor of Southeastern Region, Business and Office Education Service, for providing guidance and resource materials; to the Advisory Committee for the General Office Clerk Program at Warren Western Reserve High School, who assisted in defining the duties of the general office clerk in the Warren area; and to Mrs. Eva J. Bernard, Supervisor, Business and Office Education, Warren City Schools, for her cooperation in helping coordinate this project.

Josephine H. Denovchek
Gretchen L. Saunders

FOREWORD

Sound courses of study are the backbone to quality vocational education programs. Courses of study provide teachers with a detailed roadmap regarding what to teach, when to teach it, and the major policy, environmental and tactical considerations that must be taken into account to insure effective and efficient instruction.

During the past year a concerted effort has been made across Ohio to stimulate the improvement of courses of study in vocational education. Intensive in-service training activities have been conducted involving state and local vocational education leadership personnel to instruct them in a systems approach to instructional design. The instructional systems design (ISD) process provides a logical and educationally sound approach to planning for and conducting vocational education programs that will result in students obtaining meaningful employment while gaining a purposeful education.

This course of study is a result of the application of the ISD process. It was developed and is being used by its authors. The document embraces those components essential to good instructional planning. It must be emphasized, however, that it is only an example; not a model that is to be universally adopted. It has been designed specifically for the school and community setting which it serves and is intended to serve only as an illustration of how the ISD process can be employed.

Vocational education in Ohio is indebted to the authors and consultants associated with the development of this course of study document. As a result of their professional involvement and contributions, vocational education continues its thrust to better serve statewide and local economic, societal and individual needs and interests.

Byrl R. Shoemaker
Director
Vocational Education

INTRODUCTION

This course of study is presented as a sample that illustrates a format proposed by the Business and Office Education Service, Division of Vocational Education, State Department of Education. This document is not in any way intended to represent a model for use in other General Office Clerk programs in the State of Ohio. It is designed to meet the needs of the community of Warren, Ohio, by providing competent workers and of the students by preparing them for employment. Warren and the surrounding area is highly industrialized and provides employment for a large number of general office clerks. Employment opportunities vary with the economic trends. Warren City Schools maintains a placement service and conducts follow-up studies for the first, third and fifth years after the students have graduated.

The content of instruction herein has been developed through the use of an occupational analysis done on a representative sample of office clerical tasks in northeastern Ohio. These tasks were further localized and modified by the specific advisory committee for the General Office Clerk Program at Warren Western Reserve High School. As a sample, not a model, the course of study was compiled for the actual conditions and constraints that exist for the program at Warren Western Reserve High School and not, necessarily, on ideal conditions that could or should exist.

This document should be used as an illustration or example of the steps in the process of developing a job-oriented course of study which is a specific and important component in Ohio's Instructional System Design for vocational education curriculum development. The material presented here is a course of study, which is not to be confused with lesson plans that a teacher must prepare in any program of instruction. Lesson plans are prepared from a course of study in vocational education curriculum design. To facilitate an understanding of these steps, examples of typical lesson plans are included for a portion of the content of the course of study in an appendix to this publication.

When using an occupational analysis as the basis for developing a course of study, caution must be used to avoid possible problems of omission of important areas of instruction that cannot be found in an analysis of tasks performed by actual workers on the job. Most notable would be pre-employment skills necessary to secure an entry-level job. These skills would not be found in an occupational analysis but, nevertheless, must be taught.

Another example would be in the area of vocational youth activities, which in Ohio are an integral part of instruction in every vocational program. One would rarely find reference to these activities in an occupational analysis, yet these activities are the primary method of instruction for many of the skills, knowledges, and especially attitudes that our students should possess to be successful employees and useful

citizens. These adjustments and details are made in weekly and daily lesson plans for several duty blocks, and are illustrated in Appendix H.

The design and format of this sample course of study is meant to be a practical approach for helping teachers plan their lessons on a daily or weekly basis. The course of study is a planning document, not a tool or technique designed to replace the lesson planning a teacher must do for effective teaching. It is hoped that the material to follow will be used as it was intended—a sample, not a model; a planning guide, not a series of lesson plans.

Daniel J. Vicarel

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PHILOSOPHY OF VOCATIONAL EDUCATION

We, the staff of the Warren City Schools, believe:

1. That the primary purpose of vocational education is to prepare youth and adults for gainful employment in occupations requiring less than a college degree. To accomplish this, the programs must be designed to serve both persons who have entered upon an occupation and who want to supplement their skills in that occupation, and persons who are preparing to enter a particular occupation for the first time. We also believe that the program offering must be diverse and include occupations in such areas as agriculture, business, homemaking, health, distribution, and trade and industrial fields.

2. Furthermore, that vocational education must, in addition to providing technical knowledge and work skills, develop abilities, attitudes, work habits, and appreciations which contribute to a satisfying and productive life. Vocational education must also contribute to the general education needs of youth, such as citizenship, respect for others, and acceptance of responsibility. Therefore, it must be a part of a well-rounded program of studies aimed at developing qualified, efficient workers.

3. That an effective program of vocational education should be one component of a comprehensive career continuum, extending from kindergarten through adulthood, which is designed to help all youngsters develop the attitudes and knowledge necessary to select a rewarding career.

PHILOSOPHY OF THE GENERAL OFFICE CLERK PROGRAM

Because there is a need in this community for informed and trained general office workers who can function efficiently in the world of work, students desiring this type of training and showing aptitude for it are given ample opportunity to acquire the manipulative skills, technical knowledge and positive personal qualities and attitudes necessary for success in entry-level positions in the category of general office clerk.

Since beginning employees must make the transition from school to the world of work quickly and competently, students will further improve and refine these basic skills, knowledge and attitudes through actual practice in a simulation using the concept of reality training.

This program provides laboratory experiences and related classroom instruction based upon an occupational analysis which identifies the skills, attitudes and technical knowledge required to meet the instructional objectives of the program.

OBJECTIVES OF THE GENERAL OFFICE CLERK PROGRAM

The students will:

1. Perform competently those specialized skills essential to being a successful office worker and those basic business fundamentals necessary to be a contributing member of society.

2. Work independently in an effort to meet deadlines using their own initiative and judgment in achieving their goals.

3. Develop efficiency, work with poise under pressure of office situations, and adapt to changing work demands in their role as a worker in that organization.

4. Review and reinforce basic skills in arithmetic, grammar, spelling, punctuation, vocabulary, speaking, writing, typewriting and bookkeeping.

5. Experience leadership development.

6. Develop proper dress habits, attitudes, ethics, and personal traits demanded in the world of work.

7. Work as members of a team.

8. Take care of and properly use equipment and supplies.

9. Become aware of employment opportunities.

10. Become aware of personal traits needed to obtain, hold, and advance on the job.

11. Acquire the skills and understanding basic to office occupations, as well as the general office clerk occupations, before graduation.

COURSE OUTLINE
(Two-Year Program)

The following course outline indicates the scope of what will be covered in the program and the sequence as determined by the advisory committee, the BOE supervisor and the teachers involved as explained in the instructional strategy section.

GENERAL OFFICE CLERK
Junior Year

	Time Line	
	Quarter No.	Week No.
A. Prepare Correspondence	1	1 - 9
	2	1 - 5
1. Type Business Letters		
2. Type Various Business Forms		
3. Type Statistical Reports		
4. Type Manuscript Reports		
5. Transcribe Machine Dictation		
B. Manage Records	2	6 - 9
	3	1 - 5
1. File Material		
2. Retrieve Material		
3. Maintain File		
C. Operate Calculators	3	6 - 7
1. Operate Ten-Key Adding-Listing Machines and/or Calculators		
2. Operate Electronic Calculators		
3. Operate Full-Key Adding-Listing Machines		
D. Utilize Reprographics	3	8 - 9
	4	1
1. Determine Method of Reproduction		
2. Prepare a Spirit Master		
3. Operate and Maintain a Fluid (Spirit) Duplicator		
4. Prepare a Typewritten Stencil		
5. Operate and Maintain a Mimeograph Machine		
6. Collate and Staple Duplicated Materials		
E. Perform Accounting Functions	4	2 - 9
1. Prepare Payroll		
2. Maintain a Checking Account		
3. Make and Record Cash Payments		
4. Maintain Accounts Receivable		
5. Record Cash Receipts		
6. Prepare Statements of Account		
7. Compute Numeric Source Documents		

COURSE OUTLINE
(Two-Year Program)

GENERAL OFFICE CLERK
Senior Year

	Time Line	
	Quarter No.	Week No.
A. Prepare Correspondence	1	1 - 9
1. Type Business Letters with up to Six Carbon Copies, Special Instructions and/or Enclosures		
2. Compose and Type Routine Business Letters		
3. Transcribe Machine Dictation		
4. Prepare and Update Mailing Lists		
5. Type Form Letters with Fill-ins or Operate Automatic Typewriter		
B. Prepare Business Forms and Reports	2	1 - 6
1. Compute Numerical Source Documents		
2. Type Various Business Forms		
3. Type Statistical Reports		
C. Prepare Manuscript Reports	2	7 - 8
1. Type Manuscript Reports		
2. Type Minutes of Meetings		
D. Communicate Wire and Wireless Messages	2	9
1. Operate Telephone Equipment		
2. Receive and Place Calls		
3. Record and Deliver Telephone Messages		
4. Prepare and Receive Telegraphic Messages		
E. Perform Receptioning-Hosting Functions	3	1 - 2
1. Receive Office Visitors		
2. Conduct Tours and Run Errands		
3. Serve Refreshments		
F. Process Mail	3	3 - 4
1. Receive and Distribute Incoming Mail		
2. Prepare Outgoing Mail		
3. Prepare and Ship Printed Material		
4. Receive and Verify Shipments of Office Supplies		
G. Manage Records	3	5 - 7
1. Select and Develop Appropriate File		
2. File Material and Retrieve Filed Material		
3. Maintain and Update File		

	Time Line	
	Quarter No.	Week No.
H. Utilize Reprographics	3 4	8 - 9 1 - 2
1. Determine Method of Reproduction		
2. Prepare Original for Photocopy		
3. Operate Copy Machines		
4. Operate Electrostatic and Infrared Master Makers		
5. Prepare a Mimeograph Stencil		
6. Operate and Maintain a Mimeograph Machine		
7. Prepare Spirit Master		
8. Operate and Maintain Fluid Duplicator		
9. Prepare Offset Master and Observe Operation of Offset Press		
10. Collate, Assemble and Deliver Duplicated Materials		
I. Perform Accounting Functions	4	3 - 9
1. Prepare and Distribute Payroll		
2. Verify and Journalize Routine Business Transactions		
3. Post Business Transactions		
4. Verify and Deposit Cash Receipts		
5. Prepare and Disburse Checks		
6. Reconcile Bank Statements		
7. Verify and Update Inventories		
8. Keep Records of Petty Cash Transactions		
9. Compute Numerical Source Documents*		

*See B. Prepare Business Forms and Reports

GENERAL OFFICE CLERK
(14.0300)

Program Strategy

The 00 Program for the General Office Clerk consists of 22 1/2 hours of class time per week for two years at the 11th- and 12th-grade levels. The total class time amounts to 1620 hours. The program has three hours of uninterrupted block time with 15-25 students of the same grade level. This block is taught by one teacher in a fully-equipped laboratory. The one and one-half hour period of related instruction enrolling the same students who are in the block is taught by the same vocationally-qualified business and office education teacher. The related instruction provides the background knowledge necessary to perform tasks in duty blocks and is built on a direct relationship to the duty blocks.

This program is designed to prepare students for entry-level employment as clerk-typists, file clerks, billing clerks, payroll clerks, mail clerks, receptionists, or reprographics operators. Since "posting and bidding" for jobs leading to promotion from within is a common practice in the Warren area, students are trained in some additional tasks which would aid them in advancement beyond the entry-level position.

Students who have a sincere desire to become a general office clerk are considered for admittance into the program. It is highly recommended that students successfully complete one year of basic typewriting instruction and be reasonably competent in basic math and English before entering the program. Indicators of success from the general testing program in Warren City Schools are used as a selecting device as well as the students' record of attendance and recommendations of their teachers.

Students will be taught the basic skills necessary to prepare correspondence, manage records, operate calculators, reproduce copies, communicate wire and wireless messages, perform receptioning-hosting functions, process mail and perform accounting functions. The instructional program content and learning activities are sequenced, based upon a psychological approach to learning, starting with the basic typewriting operations, and progressing to more complicated activities.

In comparison to other vocational areas, Business and Office Education is unique in that skill building and maintenance of skills are essential parts of the program. The development and maintenance of typewriting skill is a continuous process that is incorporated in each session of the laboratory in both the junior and senior years. All skills are demonstrated by the teacher and practiced by the students on models similar to the actual occupation.

In the junior year, each student has the opportunity to acquire the basic manipulative skills necessary to operate an electronic calculator, a ten-key adding machine, a mimeograph, a copy machine, a spirit duplicator and

a transcribing machine and to develop an understanding of the use of these machines in business. Appendix F illustrates a typical rotation plan whereby each student can have access to each machine.

In the senior year, an office simulation is used to provide a realistic setting for occupational preparation. The students refine their basic skills, knowledge and attitudes through actual practice. The students are interviewed and placed on their first job by a person other than the teacher, who now becomes the office manager. The entry-level job assignments may be divided into four categories: Office Services, including reprographics operator, sales clerk, design clerk, file clerk and typist; General Clerical, including file clerk, receptionist, mail clerk, stock clerk and order clerk; Bookkeeping, including payroll clerk, accounts receivable clerk, accounts payable clerk, cashier and calculator operator; and Typing Pool, including copy clerk, statistical typist, transcriber operator, billing clerk and typist. All these jobs are in operation simultaneously, and the work flows from one job to another just as it does in a typical office so that in addition to developing their skills and knowledge, the students learn the interdependence and importance of each job station in a business office. At regular intervals (usually four weeks) students are promoted horizontally through the entry-level jobs, and those students who show the desire and capability are promoted to supervisory positions. Although rotation and promotion in the office simulation are based on the teacher's evaluation of a student's potential achievement, an idea job rotation would assure each student's assignment to two jobs in each of the four categories. Variations in enrollment are accommodated by adjusting the number of job stations in each category. Appendix G shows a typical plan of rotation through the job stations of an office simulation.

When training stations are available and students have demonstrated the ability to function in the world of work, further training is provided by advanced placement prior to graduation. The knowledge which is required to accompany the skill development is presented by the teacher in the related classroom and in personal conferences when required.

The laboratory is arranged as shown in the scale drawing, Appendix D, which was made by a vocational drafting student. The room contains somewhat less than the recommended square feet because of the original construction of the building, which was not planned for a vocational BOE laboratory. The equipment is listed in Appendix E. Where special equipment is not available in the laboratory, the student will observe the operation of such equipment by visiting offices in the community on field trips arranged as part of the vocational youth organization activities.

Vocational youth organization activities are an integral part of the curriculum. Opportunities for developing leadership abilities and those personal qualities which are needed to become well-adjusted employees and contributing citizens are provided through vocational youth organization projects. Approximately one hour of classroom time weekly is allocated for club activities. The objectives of the vocational youth organizations in the Warren Schools are given in Appendix C.

The content of this course of study is based upon an occupational analysis of the general office clerk field in northeastern Ohio. This analysis was tailored to the employment needs and opportunities of the Warren area by input from the advisory committee which is made up of a general office clerk, an administrative secretary, a supervisor of a local branch bank, a secretary to a personnel manager, a sales representative for a small office machines distributor, the manager of a local public employment agency and a medical records assistant at a local hospital. Their ideas were combined with input from instructors and administrators of Warren Western Reserve High School. Several local job descriptions were analyzed. The list of tasks in the occupational analysis was modified to fit the local situation.

Advisory committee members were given an outline of tasks listed in the job analysis and were asked to comment on whether these tasks were representative of those performed by general office clerks in the Warren area. Committee members commented that the general office clerk rarely composes anything but the most routine business letters, would not make hotel and travel arrangements, and would not organize and expedite business meetings. The committee stressed that first class mail would not be opened by the general office clerk because of the confidentiality involved nor would they seal confidential material. These tasks were left in the course outline so that the students would be prepared for advancement beyond the entry-level position.

The advisory committee also noted the absence of the task of preparing and updating mailing lists and using these lists to send out mailings.

In addition to the tasks listed in the course outline, students need to learn how to write letters of application, fill out job application forms, conduct themselves on a job interview—to sell themselves to a prospective employer. This is accomplished in the orientation to the office simulation in the senior year. Representatives from local businesses are called upon to come into the school and interview students for the positions in the office simulation. In addition to the job application, employment tests are given.

Since a course of study that is used as a planning guide is developed beforehand, there will be adjustments necessary because of program variables that cannot be foreseen. These adjustments and details are made in weekly and daily lesson plans for several duty blocks, and are illustrated in Appendix H.

These variables include the exact number of students that will be enrolled in a given year, budget fluctuations for supplies and materials from year to year, possible turnover and/or extended absence of teachers in a program, the variation in interests and abilities of a class in any given year, and unplanned interruptions that occur. The adjustments necessary to provide for the above must be made in lesson planning that reflects the activities in actual operation. The scope and sequence of the duties and tasks are arranged in order of priority so that if, for one or more of the reasons mentioned above, the instruction planned cannot be completed in the junior year, it can be covered in the senior year by omitting duties or tasks of less importance.

The methods used in the approach to instruction in this program take into account the following major considerations. The instruction progresses from the simple to the complex in that basic skills and knowledges are introduced in the junior year and developed and refined in the senior year through more sophisticated applications. Skills are developed and maintained through both years of the program by review and drill on a regular basis. When basic skills in several areas have been developed to an appropriate level, these skills and knowledges are integrated to perform a task whenever possible and practical. Simulation of actual office activities and tasks is used predominately in the senior year to add as much realism as possible and to promote an understanding of the "flow" of work in an office. Actual work from sources outside of the instructional program is accepted only as it relates to, or enhances the learning experiences in the junior year or supplements the simulation in the senior year. Such outside work is not solicited but special requests are considered a public relations gesture, in which case the materials and supplies required for the job are furnished by those seeking the service.

A fee is charged each student to cover the cost of consumable materials used in the program. Students pay for printed forms, stationery, practice sets and workbooks. The Board of Education furnishes basic office supplies, equipment and materials that can be reused such as textbooks, reference materials and office simulation projects.

Students are evaluated in terms of potential accomplishment in the world of work, including such areas as quality of work (thoroughness, accuracy and neatness), quantity of work (speed, diligence and consistency of output), ability to learn new duties (speed with which students master new routine, grasp explanations and retain this knowledge), dependability (conscientiousness, reliability, punctuality, attendance and amount of supervision required), attitude (interest, satisfaction and enthusiasm toward job), cooperation (ability to work harmoniously and effectively with fellow students and student supervisors), and social contact (courtesy, tact, ability to express self effectively and personal appearance). Accepted community business and office standards are used whenever possible or practical.

Students are given one credit towards graduation and a separate grade for related instruction and three credits and one grade for the laboratory activities. The school year of 36 weeks is divided into four quarters of nine weeks each.

Instructional System
Junior Year

DUTY BLOCK: Prepare Correspondence

TASK: A-1
TIME: 80 hours

TASK: Type Business Letters

LAB PERFORMANCE ACTIVITIES:

Given an electric typewriter and a typewriter instruction manual, students will be able to operate the machine correctly.

Given a source document and instructions, students will be able to identify the letter style.

Given instructions, students will be able to select the necessary supplies.

Given copy for the body of the letter, students will be able to determine and make machine adjustments.

Given the necessary equipment, supplies and instructions, students will be able to type a business letter in mailable form.

Given their own typed copy, the students will be able to proofread their work accurately.

Given their own typed copy with errors indicated and correction materials, students will be able to make unobtrusive corrections.

INSTRUCTIONAL STRATEGY:

The basic operation of the electric typewriter will be demonstrated by the teacher. Drills for developing accuracy, speed and proper typewriting techniques will be assigned to the entire class. As individual differences become apparent, special assignments will be given to help the students realize their maximum potential. The development and maintenance of typewriting skill is an integral part of the general office clerk program and is to be included in each day's laboratory work for the entire two-year program.

Reinforce learning from related instruction on letter styles, word division rules and uses for different types of stationery before typing business letters.

The teacher will demonstrate the proper technique for proofreading and correcting errors.

MATERIALS, SUPPLIES AND EQUIPMENT:

Typewriter, letterheads, carbon paper, second sheets, envelopes, source documents and instructions, correction materials, Zip Code Directory, word division manual, typewriter instruction manual, typists' reference manual.

EVALUATION METHOD:

Timed-writings from straight copy materials will be given to determine the students' speed and accuracy in typing. The students will strive for a minimum typing speed of 40 words per minute for five minutes with five or less errors on average material at the end of the junior year.

The students will be rated on production problems which will include the typing of business letters.

DUTY BLOCK: Prepare Correspondence

TASK: A-2
TIME: 25 hours

TASK: Type Various Business Forms

LAB PERFORMANCE ACTIVITIES:

Given an electric typewriter, correction tools, the proper forms and source documents, students will type mailable business forms.

INSTRUCTIONAL STRATEGY:

The teacher will demonstrate how the typewriter is used for preparing forms. Initially, students will prepare forms simultaneously in the laboratory.

Laboratory procedures will be supplemented with related material.

MATERIALS, SUPPLIES AND EQUIPMENT:

Typewriter, paper, source documents and instructions, printed forms, correction material, instruction manual for typewriter.

EVALUATION METHOD

Check accuracy of students' work according to accepted office standards. Students will prepare business forms with 100% accuracy.

DUTY BLOCK: Prepare Correspondence

TASK: A-3
TIME: 20 hours

TASK: Type Statistical Reports

LAB PERFORMANCE ACTIVITIES:

Given statistical material to be typed in report form and an electric typewriter, students will determine typewriter adjustments.

Given the typewriter adjustments, correction tools and stationery, students will type statistical material in mailable form.

INSTRUCTIONAL STRATEGY:

Students will prepare statistical reports from both typed material and rough draft material.

Students will initially work on a task simultaneously. As the year progresses and other tasks are introduced, students will determine the order of work dependent upon the importance of the tasks.

Reinforce learning from related instruction on accepted rules for typing statistical reports.

MATERIAL, SUPPLIES AND EQUIPMENT:

Typewriter, paper, carbon paper, material to be prepared in statistical form, instructions, correction materials, word division manual, dictionary, typewriter instruction manual, typists' reference manual.

EVALUATION METHOD:

Statistical reports will be read for acceptability. The reports should be 100% accurate in style and form as given in instructions.

DUTY BLOCK: Prepare Correspondence

TASK: A-4
TIME: 40 hours

TASK: Type Manuscript Reports

LAB PERFORMANCE ACTIVITIES:

Given material to be typed in manuscript form and an electric typewriter, students will determine the machine adjustments.

Given the typewriter adjustments, correction tools and stationery, students will type manuscript material in acceptable form.

INSTRUCTIONAL STRATEGY:

Manuscripts will be prepared from both typed material and rough draft material.

The teacher will illustrate the different manuscript styles.

Assignments will be made for the entire class.

Each student will type minutes of a vocational youth organization meeting to gain knowledge of the responsibilities of the club secretary.

Reinforce knowledge from related instruction on word division and spelling.

MATERIALS, SUPPLIES AND EQUIPMENT:

Typewriter, material to be typed as a manuscript, correction tools, word-division manual, dictionary, English usage reference manual.

EVALUATION METHOD:

Manuscripts will be read for acceptability. The manuscript should be 100% accurate in content, form and style.

DUTY BLOCK: Prepare Correspondence

TASK: A-5
TIME: 45 hours

TASK: Transcribe Machine Dictation

LAB PERFORMANCE ACTIVITIES:

Given a manufacturer's manual and transcribing machine with accessories, students will locate the operating parts of the machine.

Given a transcribing machine with accessories, indicator slip and recorded material, students will prepare the equipment for operation.

Given the transcribing machine with accessories, indicator slip and recorded material, students will listen to dictated instructions.

Given the dictated instructions, a typewriter, proper supplies and correction tools, students will listen, type, proofread and correct dictated material into mailable copy.

INSTRUCTIONAL STRATEGY:

The basic operation of the transcription machine will be demonstrated by the teacher. Because of the limited number of transcription machines, the students will be divided into groups of six.

Those students not assigned to transcription equipment will work on other tasks in Duty Block A until transcription equipment becomes available.

Reinforce any learning from related instruction before beginning transcription.

MATERIALS, SUPPLIES AND EQUIPMENT:

Prerecorded instructional material, indicator slip, typewriter, correction materials, paper supplies, transcribing machine and accessories, transcriber instructions, reference materials.

EVALUATION METHOD:

Check transcribed material for accuracy with dictated material. The transcript should be 100% free of errors in content, spelling and punctuation.

RELATED INSTRUCTION

Duty Block A

COMMUNICATIONS	MATH	SCIENCE	SAFETY
85 hours	15 hours	5 hours	1/2 hour
Read: Instructions Reference manuals Word division manuals Source documents Zip Code Directory Lists of most frequently misspelled words Basic punctuation rules Listen: Teacher's instructions on letter and manuscript styles, types of stationery and forms and office standards of mailability View and Edit: Differences in business forms Examples of letter and manuscript styles Proofreading	Basic arithmetic skills to compute margins, tab sets and letter placement Transposition of numbers in statistical reports Determine length of transcript from indicator slip	Behavioral: Conservation of supplies Proper care of equipment and tools Pride in work Judgment Self-motivation Respecting confidentiality of information Ability to work under pressure Cooperation between departments	See Appendix A for elements of safety emphasized

EVALUATION METHOD:

Tests will be given on Zip Codes, proper word division and spelling. This is an ongoing part of the program and will be done frequently.

A test will be given to evaluate the students' basic knowledge in selecting the proper form for an assigned task.

Tests of the students' ability to determine margin sets and tab sets for statistical reports will be given.

A paper/pencil test will evaluate the students' understanding of proofreader's marks.

Testing will take the form of comparing two documents for accuracy in typing statistical material from rough draft to an acceptable copy.

Paper/pencil tests will be given to evaluate the students' knowledge of punctuation rules, grammar and letter styles.

DUTY BLOCK: Manage Records

TASK: B-1
TIME: 90 hours

TASK: File Material

LAB PERFORMANCE ACTIVITIES:

Given business communications and specific filing instructions, students will inspect the document for filing.

Given released material, students will index and code documents to be filed.

Given specific instructions, students will cross-reference designated materials to be filed.

Given coded materials, students will sort materials to be filed.

Given sorted materials, students will place the documents into the appropriate place in the file.

INSTRUCTIONAL STRATEGY:

Students will use an alphabetic card file when first learning basic filing procedures.

Students will then use a correspondence file and gain experience in alphabetic, numeric, geographic and subject filing.

MATERIALS, SUPPLIES AND EQUIPMENT:

Materials to be filed, appropriate equipment and supplies, filing reference materials, colored pen/pencil.

EVALUATION METHOD:

Given specific instructions, students will inspect, index, code, cross-reference, sort and file materials into a file.

An answer sheet showing the arrangement of material in the file will be used to determine grade.

DUTY BLOCK: Manage Records

TASK: B-2
TIME: 30 hours

TASK: Retrieve Filed Material

LAB PERFORMANCE ACTIVITIES:

Given a requisition document and specific instructions, students will locate requested material in the file.

Given the requested material and appropriate charge document, students will prepare a charge-out document.

Given the completed charge document and follow-up sheet, students will remove the requested document from the file, file a form of charge-out document in its place and record the charged-out material on the follow-up sheet.

INSTRUCTIONAL STRATEGY:

Each student will use a practice set in the laboratory. Students will work independently. The teacher will demonstrate the charge and follow-up procedure.

MATERIALS, SUPPLIES AND EQUIPMENT:

Established filing system, reference book, instructions, charge and follow-up forms.

EVALUATION METHOD:

Given specific instructions and files requisitions, students will locate and charge out requested materials. Time element and accuracy will determine grade.

DUTY BLOCK: Manage Records

TASK: Maintain File

TASK: B-3
TIME: 15 hours

LAB PERFORMANCE ACTIVITIES:

Given an established file and instructions for expansion, students will check miscellaneous folders to determine if expansion is necessary.

Given the folders, labels and material requiring expansion, students will prepare folders and expand the file.

INSTRUCTIONAL STRATEGY:

Students will use the correspondence file for this task.

The teacher will demonstrate the preparation of new folders to the entire class.

Assignments will be made for the entire class.

Reinforce knowledge from related instruction.

MATERIALS, SUPPLIES AND EQUIPMENT:

Established correspondence file, instructions for expansion, filing equipment and supplies.

EVALUATION:

Students will be evaluated on ability to follow instructions for files expansion and preparation of files equipment and supplies used.

RELATED INSTRUCTION

Duty Block B

COMMUNICATIONS	MATH	SCIENCE	SAFETY
50 hours	10 hours	6 hours	1 hour
Read: Indexing rules and cross-referencing procedures Instructions for preparing card files and correspondence files Instructions for expansion of the files Material to be filed and retrieved Drawer and guide labels Listen: Verbal instructions View: Determine alphabetic arrangement and numeric arrangement by comparing indexing units Cross-reference sheets Write: Key words Record needed information on charge and follow-up sheet	Numbering of indexing units Counting without calculation for numeric filing Numeric sequence of files is used to make filing easier and retrieving easier Compute days to complete follow-up sheet Count pieces of correspondence to determine if expansion is needed	Behavioral: Working cooperatively with co-workers Handle confidential material with a "closed mouth" Concern for detail and exactness Importance of doing work in logical order Organize work area so work can be done efficiently	See Appendix A for elements of safety emphasized

EVALUATION METHOD:

Paper/pencil tests will be given to test students' knowledge of indexing rules and common filing terms.

Finding tests will be given to evaluate the students' abilities to retrieve requested materials from the files.

DUTY BLOCK: Operate Adding and Calculating Machines TASK: C-1
TIME: 15 hours

TASK: Operate a Ten-Key Adding and Listing Machine

LAB PERFORMANCE ACTIVITIES: (See Appendix "H" for lesson plan examples.)

Given a manufacturer's manual, a ten-key machine and a roll of paper tape, students will install the paper roll.

Given the manufacturer's manual and a ten-key machine, students will locate the manipulation keys.

Given material to compute, a ten-key machine and an instruction manual, students will perform the functions of addition, subtraction, multiplication and division.

Given a paper tape, students will verify the accuracy of their work.

INSTRUCTIONAL STRATEGY:

Introduction to the adding and calculating machine will be presented through teacher demonstration and through the use of audio-visual equipment. Approximately one hour of general instruction is necessary for demonstration of Duty Blocks C and D.

While basic instruction is taking place, a rotation with reprographic equipment will be in operation. See Appendix F for rotation schedule.

As students complete learning of basic operation of equipment, they will instruct those who are to begin the next rotation group. The teacher will assist where operation is difficult.

The students will be working on the same basic procedures of operation at one time. As the students develop skill in the operation of the ten-key, they may apply their knowledge to other tasks introduced to the block.

MATERIALS, SUPPLIES AND EQUIPMENT:

Paper tape, ten-key adding and listing machine, pen/pencil, material to compute.

EVALUATION METHOD:

Given a set of problems, students will compute the answers with 100% accuracy. The students will be timed and grades will reflect the length of time it took them to determine the correct answer. Proof of answers will be supplied through the paper tape.

DUTY BLOCK: Operate Adding and Calculating Machines TASK: C-2
TIME: 15 hours

TASK: Operate an Electronic Calculator

LAB PERFORMANCE ACTIVITIES:

Given a manufacturer's manual and an electronic calculator, students will locate the manipulation keys.

Given material to be computed and an electronic calculator, students will perform the functions of addition, subtraction, multiplication and division.

INSTRUCTIONAL STRATEGY:

Introduction to the machine will be presented to the entire class by the teacher.

Because of the number of calculators available, a rotation plan will be used. Rotation plan will be explained to the class and posted for viewing. See Appendix F.

The students will be working on the same basic procedures of operation at the same time.

As the students develop skills in the operation of the electronic calculator, they will apply their knowledge to other tasks introduced to the block.

MATERIALS, SUPPLIES AND EQUIPMENT:

Electronic calculator, manufacturer's manual, material to be computed, instructions, pen/pencil.

EVALUATION METHOD:

Given problems to solve, the students will compute the problems with 100% accuracy. Grades will reflect time needed by the students to solve problems.

DUTY BLOCK: Operate Adding and Calculating Machines TASK: C-3
TIME: 5 hours

TASK: Operate a Full-Key Adding and Listing Machine

LAB PERFORMANCE ACTIVITIES:

Given a manufacturer's manual, a full-key machine and a roll of adding machine tape, students will prepare the machine for operation.

Given a manufacturer's manual and a full-key machine, students will locate the manipulation keys.

Given material to compute, an instruction manual and a full-key machine, students will perform the functions of addition, subtraction, multiplication and division.

INSTRUCTIONAL STRATEGY:

Introduction to the full-key machine will be presented through teacher demonstration and the use of audio-visual equipment.

Exposure to the machine is intended to give the students basic knowledge of its existence.

It has been established through the local advisory committee that very few businesses are using the full-key machine.

As the students develop skill in the operation of the full-key machine, they may apply their knowledge to other tasks introduced to the block.

MATERIALS, SUPPLIES AND EQUIPMENT:

Paper tape, full-key adding and listing machine, material to compute, pen/pencil.

EVALUATION METHOD:

Given a set of problems, the students will make computations with 100% accuracy. The students will be timed and grades will reflect time length as well as the accuracy of their work. Proof of computations will be supplied through the paper tape.

RELATED INSTRUCTION

Duty Block C

COMMUNICATIONS	MATH	SCIENCE	SAFETY
6 hours	8 hours	2 hours	1 hour
Read: Manufacturer's manual for manipulation of machine parts Problems to be solved Reciprocal charts Listen: Teacher demonstration Audio-visual presentation Write: Write figures	Reading figures Transposition of numbers Alignment of figures Use of decimals and movement Rounding answers Repeat addition Entering zero to multiply on ten-key and full-key machines Reciprocal chart and multiplication procedures for division on ten-key and full-key.	Behavioral: Sharing available equipment Cooperation Self-satisfaction in having done work accurately Importance of accuracy Ability to work under pressure	See Appendix A for elements of safety emphasized

DUTY BLOCK: Utilize Reprographics

TASK: D-1
TIME: 3 hours

TASK: Determine Method of Reproduction

LAB PERFORMANCE ACTIVITIES: (See Appendix "H" for lesson plan examples.)

Given specific information regarding the characteristics and costs of several methods of reproduction and material to be reproduced, the students will determine the most practical method of reproduction for a given job.

INSTRUCTIONAL STRATEGY:

Reprographic techniques will be shown to the students through the use of audio-visual material.

Students will view the final results of each method of reproduction.

Determining the exact cost of reprographics will be handled in the senior year.

Field trips to view systems of reprographics unavailable to students will be planned as senior-year activities.

MATERIALS, SUPPLIES AND EQUIPMENT:

Material to be reproduced, samples of reprographics and instructions.

EVALUATION METHOD:

Given instructions as to what is to be reproduced and the importance of the task explained, the students will determine the most practical method of reproduction and defend their choice. This will be a written assignment.

DUTY BLOCK: Utilize Reprographics

TASK: D-2
TIME: 8 hours

TASK: Prepare a Spirit Master

LAB PERFORMANCE ACTIVITIES:

Given specific instructions, a typewriter and a typewriter instruction manual, students will adjust their typewriters to type sharp, clear masters.

Given a typewriter, specific instructions and materials to be reproduced, students will type a trial copy.

Given a trial copy, a spirit master, a typewriter and correction tools, students will type, proofread and correct the master.

INSTRUCTIONAL STRATEGY:

Demonstration by the teacher will be presented to the entire class. As assignments are made, individual assistance will be given.

Trial copies must be submitted for approval before masters may be prepared.

See Appendix F for rotation schedule.

MATERIALS, SUPPLIES AND EQUIPMENT:

Information to be reproduced, instructions, master sets, correction knife or razor blade, cellophane tape, scissors, pen/pencil, typewriter, typewriter cleaning supplies, correction tape for master, color master sets, typewriter instruction manual.

EVALUATION METHOD:

Trial copy and typed master will be evaluated according to placement, neatness of corrections and accuracy in typing and following instructions.

DUTY BLOCK: Utilize Reprographics

TASK: D-3
TIME: 7 hours

TASK: Operate and Maintain Fluid (Spirit) Duplicator

LAB PERFORMANCE ACTIVITIES:

Given a manufacturer's manual and a fluid duplicator, students will follow the step-by-step operation of the machine.

Given the proper fluid, students will fill the machine.

Given the requested color and weight of duplicator paper, students will load the machine.

Given the duplicator, prepared spirit master, paper and fluid, students will run a trial copy.

After running a few copies and adjusting the machine for placement, students will set the counter and duplicate the requested number of copies.

INSTRUCTIONAL STRATEGY:

Demonstration of the operation of a fluid duplicator will be presented by use of film media to the entire class and then reinforced by teacher demonstration to small groups of students. Students will use several masters they have prepared. Students will display work in the form of samples placed in portfolios.

See Appendix F for rotation schedule.

MATERIALS, SUPPLIES AND EQUIPMENT

Fluid duplicator, prepared spirit masters, duplicator fluid, paper, correction knife or razor blade, cellophane tape, cleanup supplies, manufacturer's manual.

EVALUATION METHOD:

Check the procedure used by the students while using the duplicator.

The duplicated copy will be judged on place on the page, sharpness of copy and evenness of color.

The students will also be judged on conservative use of supplies and procedure for putting the machine at rest.

DUTY BLOCK: Utilize Reprographics

TASK: D-4
TIME: 7 hours

TASK: Prepare a Typewritten Stencil

LAB PERFORMANCE ACTIVITIES:

Given rough draft material, an electric typewriter, paper and correction tools, students will prepare a trial copy.

Given an electric typewriter, a manufacturer's manual and cleaning supplies, students will clean the type faces and disengage the ribbon.

Given a stencil, a trial copy, correction tools and a properly-adjusted typewriter, students will type the stencil.

Given a mimeoscope and light, a typed stencil and writing tools, students will write a signature on the stencil.

INSTRUCTIONAL STRATEGY:

The teacher will demonstrate the preparation of the typewriter for stencil typing to the entire class. The students will be responsible for cleaning and adjusting the typewriters under the supervision of the teacher.

Preparation of the stencil will be demonstrated to the entire class.

The teacher will demonstrate making a signature with a stylus. The students will prepare manuscripts and form letters with signatures.

See Appendix F for rotation schedule.

MATERIALS, SUPPLIES AND EQUIPMENT:

Information to be reproduced, directions, plastic sheet, cushion sheet, stencil correction fluid, paper clips, styli, mimeoscope and light, writing plate, typewriter, type-face cleaner and brush.

EVALUATION METHOD:

The stencils will be read for accuracy and judged on sharpness of the image. Each stencil should be 100% accurate in typing.

DUTY BLOCK: Utilize Reprographics

TASK: D-5
TIME: 8 hours

TASK: Operate and Maintain a Mimeograph Machine

LAB PERFORMANCE ACTIVITIES:

Given a manufacturer's manual and a mimeograph machine, students will follow the step-by-step operation of the machine.

Given the prepared stencil and the proper paper, students will place the stencil on the machine and run a few copies.

Having run a few copies, students will adjust the machine and make as many copies as requested.

Having completed the task, students will remove the stencil, close down the machine, clean up the work area and submit the copies for evaluation.

INSTRUCTIONAL STRATEGY:

Demonstration of machine operations will be presented to the entire class by means of audio-visual media.

Small group instruction will be given to reinforce knowledge. See Appendix F.

Students will run several stencils to handle different kinds of placement problems.

Students will be shown stencil savers but will not actually save stencils they have prepared.

MATERIALS, SUPPLIES AND EQUIPMENT:

Instructions, mimeograph machine, prepared stencils, paper, correction fluid, ink, protective cover, block-out sheet, cleanup supplies, manufacturer's manual.

EVALUATION METHOD:

The students will reproduce copies on the mimeograph machine with neatness and accuracy of copy being the evaluating criteria. Placement of copy will also be a determining factor.

DUTY BLOCK: Utilize Reprographics

TASK: D-6
TIME: 5 hours

TASK: Collate and Staple Duplicated Material

LAB PERFORMANCE ACTIVITIES:

Given material to be collated and a suitable work space, students will arrange pages of material to be assembled in the order in which the pages are to be stapled together.

Using an assembly line procedure, students will assemble the pages.

Using a stapler, students will staple the pages together as instructed.

INSTRUCTIONAL STRATEGY:

Students will collate duplicated material they have prepared themselves. See Appendix F.

Projects that become available through the school and from the public will be used as instructional devices as they become available.

During the senior year, students will visit offices in the Warren area to see methods and equipment used in collating large reprographics tasks.

MATERIAL, SUPPLIES AND EQUIPMENT:

Material to be assembled, stapler, staples and work space.

EVALUATION METHOD:

The finished job will be evaluated on the proper arrangement of pages in all assembled units and the proper placement of staples.

RELATED INSTRUCTION

Duty Block D

COMMUNICATIONS	MATH	SCIENCE	SAFETY
8 hours	6 hours	4 hours	1 hour
Listen: Different characteristics of reprographics Audio-visual presentation Verbal instructions View: Copies of various reprographic techniques Correction methods Master sets and stencils Teacher demonstration of arrangement of supplies and work area Operation of equipment Read: Typewriter instruction manual, mimeograph and spirit duplicator manual Job instructions Directions for typing reprographics Touch: Paper textures	Compute horizontal and vertical placement Number of sheets in reams of paper Number of stencils in quire Multiplication to determine paper supplies required Changing fractions to decimal equivalents	Importance of company image Cooperative attitude toward personnel Exercise care of tools, supplies and equipment Pride in work Aesthetic aspect in work Self-motivation Creativity and judgment	See Appendix A for elements of safety emphasized

EVALUATION METHOD:

Students will be evaluated on the application of knowledge in laboratory experiences.

DUTY BLOCK: Perform Accounting Functions

TASK: E-1
TIME: 25 hours

TASK: Prepare Payroll

LAB PERFORMANCE ACTIVITIES:

Given a calculator and information which includes hourly rate and hours worked for a number of employees, students will compute gross pay.

Given gross pay for each employee, number of exemptions claimed and withholding tax tables, students will determine total deductions.

Given gross pay and total deductions for each employee, students will determine net pay.

Given the completed payroll register and a calculator, students will prove the accuracy of their work.

Given a completed payroll register, a payroll cash sheet and a bank payroll cash sheet, students will determine total currency and coins needed for payroll distribution.

INSTRUCTIONAL STRATEGY:

Teacher will reinforce knowledge from related instruction.

The students are given a deadline for completing the project and determine their schedule of work from their job priorities and availability of equipment.

Only one payroll period is computed.

MATERIALS, SUPPLIES AND EQUIPMENT:

Calculator, payroll sheet, tax tables, payroll cash sheet, bank payroll cash sheet, instructions.

EVALUATION METHOD:

The students will be evaluated on their ability to compute a simple payroll and prove the accuracy of their work.

DUTY BLOCK: Perform Accounting Functions

TASK: E-2
TIME: 15 hours

TASK: Maintain a Checking Account

LAB PERFORMANCE ACTIVITIES:

Given a calculator, invoices to be paid and terms of discount, students will compute the discount.

Given a set of blank checks with stubs, students will prepare checks to pay the invoices.

Given business expenses, such as utility bills, and a set of blank checks, students will pay monthly business expenses.

INSTRUCTIONAL STRATEGY:

Demonstration by the teacher will be presented to each group in the rotation plan.

The teacher will demonstrate accepted checkwriting procedures.

Students will work on a project designed to give experience in checkwriting techniques.

Reinforce related instruction.

MATERIAL, SUPPLIES AND EQUIPMENT:

Invoice and bills to be paid, a calculator, set of checks with stubs, pen.

EVALUATION METHOD:

Students will be evaluated on their ability to determine proper discounts and to write checks for the proper amounts.

Legibility and correct checkwriting techniques will also be considered as part of the evaluation process.

DUTY BLOCK: Perform Accounting Functions

TASK: E-3
TIME: 10 hours

TASK: Make and Record Cash Payments

LAB PERFORMANCE ACTIVITIES:

Given a set of checks written to pay invoices and business expenses and a blank cash payments record, students will record cash payments.

Given the record of cash payments and a calculator, students will total their work and prove the accuracy of this work.

INSTRUCTIONAL STRATEGY:

The students will be aware that payments of expenses must be recorded in business records.

Students will use checks written formerly in Task E-2 in preparing the cash payments journal.

Indepth study of the cash payments journal will be undertaken in the senior year.

MATERIALS, SUPPLIES AND EQUIPMENT:

Calculator, cash payments journal, pen/pencil, checks written to pay invoices and business expenses.

EVALUATION METHOD:

Students' work will be judged on its accuracy and legibility.

DUTY BLOCK: Perform Accounting Functions

TASK: E-4
TIME: 10 hours

TASK: Maintain Accounts Receivable

LAB PERFORMANCE ACTIVITIES:

Given a typewriter, accounts receivable cards and beginning balances, students will open accounts.

Given a card file and accounts receivable cards, students will alphabetize and file account cards.

Given a class problem in recording payments and the accounts receivable card file, students will record payments and compute balances.

Given accounts receivable cards with balances due, students will arrange them according to due dates.

Given an accounts receivable summary form and properly arranged accounts receivable cards, students will record account balances as of a specified date.

INSTRUCTIONAL STRATEGY:

The teacher will demonstrate how charges and payments are recorded.

Students will work on a class project as a group.

Reinforce learning from related instruction.

Availability of calculators and other job assignments will affect the time at which the students perform this activity.

Accounts receivable records will be kept for fund-raising activities in connection with vocational youth organization projects.

Indepth study will occur in the senior year.

MATERIALS, SUPPLIES AND EQUIPMENT:

Typewriter, calculator, necessary forms, pen/pencil.

EVALUATION METHOD:

The students' work will be judged on neatness and accuracy of work.

The students will also be given a paper-pencil test to evaluate their understanding of the work performed.

DUTY BLOCK: Perform Accounting Functions

TASK: E-5
TIME: 15 hours

TASK: Record Cash Receipts

LAB PERFORMANCE ACTIVITIES:

Given information to be recorded, instructions and a blank cash receipts journal, students will make the entries.

Given a cash receipts journal with entries and a calculator, students will total columns and prove the accuracy of their work.

Given a fund-raising activity, students will count proceeds and turn in cash to be recorded by the treasurer.

INSTRUCTIONAL STRATEGY:

Fund-raising activities will be organized to meet the financial needs of the vocational youth organization activities. Each student will be responsible for handling merchandise and cash.

Students will be given a project to complete that includes a cash receipts journal. Indepth study will occur in the senior year.

Reinforce knowledge from related instruction.

MATERIALS, SUPPLIES AND EQUIPMENT:

Calculator, instructions, information to be recorded, blank cash receipts journal, pen/pencil.

EVALUATION METHOD:

The students will be evaluated on their ability to prove the accuracy of their work.

DUTY BLOCK: Perform Accounting Functions

TASK: E-6
TIME: 10 hours

TASK: Prepare Statements of Account

LAB PERFORMANCE ACTIVITIES:

Given a typewriter, blank statement forms and record of charges and payments, students will prepare statements of account.

INSTRUCTIONAL STRATEGY:

Students will use the project set up for maintaining accounts receivable as part of the class practice. See E-4.

Other projects involving preparing statements will be used.

Reinforce related instruction.

MATERIALS, SUPPLIES AND EQUIPMENT:

Records of charges and payments, typewriter, blank statement of account forms.

EVALUATION METHOD:

The students will be evaluated on their accuracy and neatness in preparing the assigned task.

DUTY BLOCK: Perform Accounting Functions

TASK: E-7
TIME: 30 hours

TASK: Compute Numerical Source Documents

LAB PERFORMANCE ACTIVITIES:

Given a calculator, price list, invoice or purchase order, students will make extensions and find the total.

Given the trade discount, students will compute the amount of discount and subtract it from the total to determine the net amount.

INSTRUCTIONAL STRATEGY:

The teacher will illustrate the differences of various forms and their uses.

The teacher will demonstrate how to make extensions, find totals, figure discounts and determine balances.

A project will be assigned to the entire class and students will advance at their individual rate.

MATERIALS, SUPPLIES AND EQUIPMENT:

Calculator, price lists and catalogs, blank forms, instructions.

EVALUATION METHOD:

The completed forms will be evaluated on the basis of accuracy of their computations and the time it takes to complete a specific task.

RELATED INSTRUCTION

Duty Block E

COMMUNICATIONS	MATH	SCIENCE	SAFETY
15 hours	40 hours	1 hour	1 hour
Listen: Teacher instructions Descriptions of basic forms and journals View: Audio-visual material covering checkwriting techniques Teacher's computation of business forms Read: Written instructions Tax tables Time sheets Figures to be recorded Business forms to determine what form should be used Write: Names and addresses of employees Figures Touch: Count money from fund-raising activities	Transposition of figures Decimal movement Rounding Counting money Four basic math functions Vertical and horizontal calculations Computing: Hours worked Overtime rates Total deductions Net earnings Discounts Proving accuracy of work Recording debits and credits	Confidentiality of employment records and accounts Cooperation among personnel Pride in work Importance of accuracy and detail Honesty Loyalty to company Maintain business image Reliability Maintain goodwill of customer	See Appendix A for elements of safety emphasized

EVALUATION METHOD:

Paper/pencil test will be given to evaluate students' knowledge of payroll procedures.

Students will be evaluated on their ability to count money and make change.

Students will be evaluated on their ability to determine whether an invoice or purchase order falls within the discount period as well as computing the discount.

Instructional System
Senior Year

DUTY BLOCK: Prepare Correspondence

TASK: A-1
TIME: 60 hours

TASK: Type Business Letters with up to Six Carbon Copies, Special Instructions and/or Enclosures

LAB PERFORMANCE ACTIVITIES:

Given an electric typewriter and a typewriter instruction manual, students will be able to operate the machine correctly.

Given a source document and/or instructions, students will be able to identify the letter style and any special instructions such as attention line, bcc notation, or special mailing instructions.

Given instructions, students will be able to select the necessary supplies.

Given the copy for the letter, students will be able to determine and make machine adjustments.

Given the necessary equipment, supplies and instructions, students will be able to type a business letter in mailable form and address an envelope.

Given their own typed copy, students will be able to proofread their work accurately.

Given their own typed copy with errors indicated and correction materials, students will be able to make unobtrusive corrections on the original copy as well as carbon copies.

Given their completed letters and enclosures, carbon copy and envelope, the students will be able to obtain the indicated signatures, prepare the letter for mailing and release the carbon copy and source document to the file.

INSTRUCTIONAL STRATEGY:

The development and maintenance of typewriting skill is an integral part of the general office clerk program, so that typewriting practice of some type will be part of every laboratory session.

Reinforce learning from related instruction on letter styles and special parts of the business letter such as attention line, bcc notation, or special mailing instructions, the selection of supplies and computations for letter placement on the page.

The teacher will demonstrate the use of multiple carbons and the techniques for making corrections.

Initial assignments in typing business letters will be class assignments, but as the laboratory becomes an office simulation, the letters will be part of the simulation. The completed letter will be presented for signature and prepared for mailing while the carbon copies will be released to the proper files.

MATERIALS, SUPPLIES AND EQUIPMENT:

Typewriter, letterheads, carbon paper, second sheets, envelopes, source documents and instructions, correction materials, Zip Code Directory, word division manual, typewriter instruction manual, typists' reference manual, English usage reference, dictionary, company office procedure manual.

EVALUATION METHOD:

Timed-writings from straight copy materials will be given to determine the students' speed and accuracy in typing. The students will strive for a minimum typing speed of 45 words per minute for five minutes with five or fewer errors on difficult material.

Students will be timed on production work which will include typing business letters.

Letters typed for the office simulation will be judged on their mailability.

DUTY BLOCK: Prepare Correspondence

TASK: A-2
TIME: 21 hours

TASK: Compose and Type Routine Business Letters

LAB PERFORMANCE ACTIVITIES:

Given a situation requiring a letter of inquiry, transmittal or acknowledgment, students will compose the letter.

Given the rough draft of their composed letter, students will type the letter in mailable form.

INSTRUCTIONAL STRATEGY:

The teacher will present sample letters acceptable for routine situations and help students adapt samples to a specific situation requiring a letter.

MATERIAL, SUPPLIES AND EQUIPMENT:

Typewriter, stationery, correction supplies, writing tools, source documents or previous correspondence, reference materials.

EVALUATION METHOD:

The letters will be evaluated on their content, the grammar, punctuation, vocabulary and spelling and on the mailability of the typed copy.

DUTY BLOCK: Prepare Correspondence

TASK: A-3
TIME: 30 hours

TASK: Transcribe Machine Dictation

LAB PERFORMANCE ACTIVITIES:

Given a manufacturer's manual and transcribing machine with accessories, students will review the operation of a transcribing machine.

Given dictated material, indication slip, transcriber, typewriter, stationery supplies and reference manuals, students will type letters and memos from dictated material, making the required number of carbon copies and preparing the envelope.

Given their mailable copy, students will obtain the indicated signatures, prepare the dictated material for mailing, release the carbon copies to the file and return the dictated medium to the transcription area for storage.

INSTRUCTIONAL STRATEGY:

The basic operation of the transcription machine will be demonstrated by the teacher. Each student will transcribe one prerecorded instructional assignment as review.

The students will be assigned the job of typist in an office simulation project when they will type the answers to daily correspondence which has been dictated by the office manager.

The students will be responsible for taking care of their equipment and preparing the correspondence for mailing.

MATERIALS, SUPPLIES AND EQUIPMENT:

Typewriter, recorded material, indication slip, correction materials, stationery, second sheets, carbon paper, envelopes, transcribing machine and accessories, reference manuals.

EVALUATION METHOD:

Check transcribed material for accuracy with dictated material. The transcript should be 100% free of errors in content, spelling and punctuation.

DUTY BLOCK: Prepare Correspondence

TASK: A-4
TIME: 15 hours

TASK: Prepare and Update Mailing Lists

LAB PERFORMANCE ACTIVITIES:

Given a source of names and addresses for a mailing list and instructions for the use of the mailing list, students will determine the best format for the list and the supplies needed.

Given a format for the mailing list, names and addresses and the necessary supplies, students will compile the mailing list.

As information about names to be added or deleted becomes available, students will update the list.

INSTRUCTIONAL STRATEGY:

The teacher will show samples of various kinds of mailing lists.

Whenever possible, students will compile mailing lists for the school or local businesses.

All students will be given class exercises in compiling, updating and using mailing lists.

MATERIALS, SUPPLIES AND EQUIPMENT:

Lists of names and addresses, 3 x 5 cards, 4 x 6 cards, Xerox address label forms, 8 1/2 x 11 paper, typewriter, correction supplies, telephone directory, city directory.

EVALUATION METHOD:

The completed mailing list will be evaluated on its accuracy. Names and addresses should be 100% accurate.

DUTY BLOCK: Prepare Correspondence

TASK: A-5
TIME: 6 hours

TASK: Type Form Letters with Fill-Ins or Operate Automatic Typewriter

LAB PERFORMANCE ACTIVITIES:

Given form letters with blanks to be filled in and necessary information, students will align the blank area with the line of type and type the information to be added.

INSTRUCTIONAL STRATEGY:

The teacher will demonstrate the technique of aligning a blank with a line of type.

Class assignments will be made in filling in form letters.

The students will be taken on a visit to a business which has automatic typewriters and word processing equipment to observe their operation.

Audio-visual material on the use of automatic typewriters will be shown.

MATERIALS, SUPPLIES AND EQUIPMENT:

Typewriter, form letters, source documents, correction supplies and instructions.

EVALUATION METHOD:

Completed form letters will be evaluated on their neatness and accuracy.

RELATED INSTRUCTION

Duty Block A

COMMUNICATIONS	MATH	SCIENCE	SAFETY
55 hours	3 hours	7 hours	1 hour
Read: Instructions Reference manuals Word division manual Source documents Zip Code Directory List of frequently misspelled words Basic punctuation rules Background material for office simulation Sample letters Dictionary Textbook material on basic elements of a business letter Manufacturer's manual for transcription machine Telephone directory City directory Rules for alphabetic filing Form letters Listen: Verbal instructions of teacher on: Letter styles Types of stationery Office standards of mailability Basic principles of letter writing Technique for changing spoken word to written word	Basic arithmetic skills to compute margins and letter placement on the page Determine length of letter from numbers on indication slip Figure amount of supplies needed	Behavioral: Conservation of supplies Organization of work station Proper care of equipment tools and supplies Pride in work Judgment Self-motivation Respecting confidentiality of information Ability to work under pressure Ability to analyze the situation in terms of a meaningful letter Maintain goodwill of company Dependability Reliability	See Appendix A for specific elements of safety emphasized

RELATED INSTRUCTION

Duty Block A

COMMUNICATIONS	MATH	SCIENCE	SAFETY
Recorded voice Presentation of tour guide Recording or movie View: Examples of letter styles Equipment in offices visited Audio-visual presentation Edit: Proofreading Write: Letters to arrange field trip to view automatic typewriter and word processing equipment			

EVALUATION METHODS:

Paper and pencil test on use of telephone directory, city directory, and rules for alphabetic filing.

Application of knowledge in lab project.

Oral questions on distinguishing characteristics of various letter styles and proper use of supplies.

DUTY BLOCK: Prepare Business Forms and Reports

TASK: B-1
TIME: 30 hours

TASK: Compute Numerical Source Documents

LAB PERFORMANCE ACTIVITIES: (See Appendix "H" for lesson plan examples.)

Given a calculator, instructions, catalog information and blank forms, students will make necessary computations to determine net amount due on invoices, purchase orders or sales orders.

Given an accounts receivable record and a blank statement form, students will determine the amount of purchases, payments and balance due.

Given his completed computations, students will forward them to a clerk for verification before it is submitted to the typist for completion.

INSTRUCTIONAL STRATEGY:

The teacher will review instruction from the junior year and reinforce related instruction.

A number of job stations in the office simulation project will include the computation of numerical source documents or the verification of these computations. Each student will have an assignment which includes computation of numerical source documents.

MATERIALS, SUPPLIES AND EQUIPMENT:

Calculator, price lists and catalogs, blank forms, instructions.

EVALUATION METHOD:

The completed forms will be evaluated on the basis of neatness, accuracy of computations and the time it takes to complete a specific task.

In an office simulation project, some of the evaluation is done by other workers as errors are found or totals approved and as accounts receivable of one company are checked against corresponding accounts payable of another company.

DUTY BLOCK: Prepare Business Forms and Reports

TASK: B-2
TIME: 30 hours

TASK: Type Various Business Forms

LAB PERFORMANCE ACTIVITIES:

Given an electric typewriter, correction tools, the proper forms (including snap-out carbon packs), envelopes and source documents, students will type mailable business forms.

Given the completed form, students will separate copies, prepare one for mailing and distribute others to appropriate departments.

INSTRUCTIONAL STRATEGY:

Reinforce related instruction.

The teacher will demonstrate procedure for typing business forms, particularly snap-out carbon forms.

As a part of an office simulation project, students will act as billing clerks and/or order clerks and type business forms as the major part of their job.

MATERIALS, SUPPLIES AND EQUIPMENT:

Typewriter, paper, source documents and instructions, printed forms, correction material, envelopes.

EVALUATION METHOD:

Check business forms for mailability standards. The forms should be 100% accurate in typing and properly set up with all corrections neatly made.

DUTY BLOCK: Prepare Business Forms and Reports

TASK: B-3
TIME: 30 hours

TASK: Type Statistical Reports

LAB PERFORMANCE ACTIVITIES:

Given source material, students will analyze it and arrange it in statistical form.

Given rough draft statistical information and an electric typewriter, students will determine typewriter adjustments.

Given the typewriter adjustments, correction tools, stationery, students will type statistical material in mailable form on the required medium.

Having completed the task, students will return the source documents to the file and make proper disposition of their typed copy.

INSTRUCTIONAL STRATEGY:

The students will review typing tabulations and compiling data into statistical form.

The teacher will reinforce learning from related instruction.

As a part of their job in an office simulation project, students will compile statistics and type them in mailable form.

MATERIALS, SUPPLIES AND EQUIPMENT:

Typewriter, paper, carbon paper, master set, stencil, rough draft, instructions, correction materials, word division manual, dictionary, typewriter instruction manual, typists' reference manual.

EVALUATION METHOD:

Statistical reports will be read for accuracy and judged on format. The typing should be 100% accurate.

RELATED INSTRUCTION

Duty Block B

COMMUNICATIONS	MATH	SCIENCE	SAFETY
10 hours	30 hours	4 1/2 hours	1/2 hour
Read: Catalog information Instructions Pre-printed parts of forms Rough draft material Listen: Verbal instructions View: Verify the copying of numbers Proofread completed form Alignment of lines on printed form with line of type Artistic arrangement of statistical material Edit: Proofread	Basic arithmetic computations for: Making extensions Figuring discounts Finding totals Determining column arrangement Skill in copying numbers accurately	Behavioral: Pride in work Develop a sense of the reasonable answer to computations Care of equipment Conservation of supplies Judgment Reliability Accuracy in detail	See Appendix A for specific elements of safety emphasized

EVALUATION METHOD:

Paper and pencil test over computations.

Application of knowledge in lab.

Check accuracy of practice exercises in analyzing material for proper arrangement and determining tabulations and margins.

DUTY BLOCK: Prepare Manuscript Reports

TASK: C-1
TIME: 21 hours

TASK: Type Manuscripts

LAB PERFORMANCE ACTIVITIES:

Given rough draft manuscript material, instructions, and an electric typewriter, students will determine the machine adjustments.

Given the typewriter adjustments, correction tools and stationery, students will type manuscript material in acceptable form and style.

INSTRUCTIONAL STRATEGY:

Reinforce knowledge from related instruction on grammar, spelling, word division and accepted rules for typing manuscripts.

Each student will type a manuscript as a review of manuscript typing.

As part of their job in an office simulation, the students will type manuscripts on stationery, stencils or masters.

MATERIALS, SUPPLIES AND EQUIPMENT:

Typewriter, rough draft copy and instructions, correction material, English usage reference manual, dictionary, word division manual, stationery, stencils or masters.

EVALUATION METHOD:

Manuscripts will be read for acceptability. The manuscript should be 100% accurate in content, form and style.

DUTY BLOCK: Prepare Manuscript Reports

TASK: C-2
TIME: 3 hours

TASK: Type Minutes of Meetings

LAB PERFORMANCE ACTIVITIES:

Given a rough draft of minutes of a vocational youth organization meeting, instructions and an electric typewriter, students will adjust the machine.

Given the adjusted typewriter, correction tools and pages of a minute book, students will type the minutes of a meeting.

INSTRUCTIONAL STRATEGY:

Reinforce knowledge from related instruction on accepted form for typing the minutes of a meeting, review of grammar, spelling and punctuation.

Apply knowledge from related instruction on parliamentary procedure as it applies to the minutes of a meeting.

All students will type the minutes of a sample meeting. The vocational youth organization secretary will type the minutes of all vocational youth organization meetings and keep them in a special book of minutes.

MATERIALS, SUPPLIES AND EQUIPMENT:

Typewriter, rough draft of minutes, correction tools, English usage reference, dictionary, word division manual, pages of a minute book.

EVALUATION METHOD:

Minutes will be evaluated on the accuracy of content, accuracy of typing and style. Since minutes become a permanent record, they must be 100% accurate.

RELATED INSTRUCTION

Duty Block C

COMMUNICATIONS	MATH	SCIENCE	SAFETY
9 hours	1 hour	1-1/2 hours	1/2 hour
Read: Instructions Reference manuals Dictionary Word division manual Rules for typing manuscripts Sample minutes of meetings Brochures on parliamentary procedures Listen: Verbal instructions View: Proofreader's marks Edit: Proofread Speak: Clarification of instructions	Basic arithmetic skills to compute margins and placement on the page	Behavioral: Pride in completing acceptable work Self-motivation Proper care of equipment and supplies	See Appendix A for specific elements of safety emphasized

EVALUATION METHOD:

Test knowledge of parliamentary procedures in mock club meeting.

Application of knowledge in lab projects.

Paper and pencil tests on grammar, spelling and punctuation.

DUTY BLOCK: Communicate Wire and Wireless Messages TASK: D-1
TIME: 3 hours

TASK: Operate Telephone Equipment

LAB PERFORMANCE ACTIVITIES:

Given a Tele-Trainer from a local telephone company and instructions, students will operate the equipment.

INSTRUCTIONAL STRATEGY:

The teacher will demonstrate how the Tele-Trainer operates, and each student will have an opportunity to operate it.

The teacher will plan field trips where students will observe PBX equipment, telephone dictation equipment, Call Director, touch-tone telephone, speakphone, picture-phones, teletypewriters and dataphones. Where businesses can arrange it, students will have the experience of operating telephone equipment.

The field trips will be supplemented by audio-visual equipment and knowledge from related instruction.

MATERIALS, SUPPLIES AND EQUIPMENT:

Tele-Trainer and instructions.

EVALUATION METHOD:

Efficiency in operating the Tele-Trainer.

Paper and pencil tests from information observed on field trips.

DUTY BLOCK: Communicate Wire and Wireless Messages TASK: D-2
TIME: 6 hours

TASK: Receive and Place Calls

LAB PERFORMANCE ACTIVITIES:

Given a telephone directory, the message and instructions, students will find the appropriate telephone number.

Given the Tele-Trainer equipment, the telephone numbers, instructions and message, students will place the call, using all aspects of good telephone manners.

Given an incoming call on the Tele-Trainer, students will answer with the appropriate greeting and screen the caller.

INSTRUCTIONAL STRATEGY:

Role playing will be used to develop the proper technique in receiving and placing calls.

After they have become proficient in receiving and placing calls in the classroom situation, the students will be given an opportunity to answer the telephone in various school offices.

MATERIALS, SUPPLIES AND EQUIPMENT:

Tele-Trainer equipment and scripts of typical business situations calling for telephone communication.

EVALUATION METHOD:

Students will be evaluated by the teacher and other students on the efficiency of their telephone calls or answers.

DUTY BLOCK: Communicate Wire and Wireless Messages TASK: D-3
TIME: 3 hours

TASK: Record and Deliver Telephone Messages

LAB PERFORMANCE ACTIVITIES:

Given an incoming call, message pad and pen/pencil, students will answer the telephone with the appropriate greeting, screen the caller and take the message.

Given the handwritten message, students will read it back to the caller to verify the message.

Given the repeated message, students will wait for the caller to terminate the call.

Given the verified telephone message, students will assume responsibility for delivering the message to the designated party within a reasonable length of time.

INSTRUCTIONAL STRATEGY:

The students will receive initial training on recording and delivering telephone messages in the course of role playing using the Tele-Trainer equipment. Students will be given an opportunity to record and deliver messages as a result of their answering the telephone in the various offices of the school.

MATERIALS, SUPPLIES AND EQUIPMENT:

Telephone, message pad, pen or pencil, instructions.

EVALUATION METHOD:

The students will be evaluated on the effectiveness of their recording and delivering the telephone messages.

DUTY BLOCK: Communicate Wire and Wireless Messages

TASK: D-4
TIME: 3 hours

TASK: Prepare and Receive Telegraphic Messages

LAB PERFORMANCE ACTIVITIES:

Given an urgent message and destination with instructions, students will determine the type of service to be used.

Having determined the type of service, students will compose the message in as few words as possible.

Depending upon the equipment available and urgency of the message, students will choose the most practical method of filing the message with Western Union for transmission.

Given an incoming telegraphic message, students will deliver the message to the proper person with utmost expediency.

INSTRUCTIONAL STRATEGY:

Reinforce related instruction in composing concise messages and the proper word count for various types of telegraphic messages.

Reinforce related instruction on the various services of Western Union and the proper use of each service.

Assign individual projects on composing telegraphic messages and typing them on the proper form.

MATERIALS, SUPPLIES AND EQUIPMENT:

Typewriter, blank forms, carbon paper, instructions and message.

EVALUATION METHOD:

The appropriateness of the completed message and the accuracy of the typed copy will be the basis of the evaluation. Typed copy should be 100% accurate.

RELATED INSTRUCTION

Duty Block D

COMMUNICATIONS	MATH	SCIENCE	SAFETY
5-1/2 hours	1/2 hour	1 hour	1/2 hour
Read: Instructions Script for role-playing activities Instructional material on proper conversation for telephone Company policy for information for telephone questions Brochures on telephone manners Textbook material on recording and delivering telephone messages Telegram messages Listen: Tour guide's explanation of equipment Instructions from instructor or employer including company policy To other party of the telephone call Telephone message View: Equipment to be used Demonstration of equipment to be used Equipment used in various offices Double-check recorded messages	Simple arithmetic to compute cost of services	Behavioral: Care of equipment Loyalty to company and company policy Transmitting goodwill for the company and employer Telephone voice Good telephone manners Positive attitude with callers Accuracy in recording messages Good human relations Psychology in handling callers Dependability Ability to be concise and accurate	See Appendix A for specific elements of safety emphasized

RELATED INSTRUCTION

Duty Block D

COMMUNICATIONS	MATH	SCIENCE	SAFETY
Speak: Clarification of instructions and information Carry on one part of the telephone conversation To party receiving the written message			

EVALUATION METHOD:

Teacher and other students will evaluate students on their effectiveness in role-playing activity.

Evaluate written answers to telephone situations in terms of principles learned.

Evaluate students on their use of knowledge in the lab project.

DUTY BLOCK: Perform Receptioning-Hosting Functions TASK: E-1
TIME: 6 hours

TASK: Receive Office Visitors

LAB PERFORMANCE ACTIVITIES:

Given a visitor, a visitors' register and writing tool in the classroom office, students will ascertain the visitor's name and purpose in calling and record the information in the register.

Within school policy, students will escort the visitor to the instructor or other area of the school.

INSTRUCTIONAL STRATEGY:

Reinforce related instruction where the receptionist's duty of receiving callers is presented.

The video tape recorder is used to record the students in a role-playing activity demonstrating the various reasons for business callers, various solutions to their requests and various personality differences.

Callers to the classroom office are received in the proper manner.

MATERIALS, SUPPLIES AND EQUIPMENT:

Desk, chair, desk calendar, visitors' register and writing tools.

EVALUATION METHOD:

The video tape will be shown and analyzed. The students will be judged on their competency and judgment in handling the caller.

DUTY BLOCK: Perform Receptioning-Hosting Functions

TASK: E-2
TIME: 15 hours

TASK: Conduct Tours and Run Errands

LAB PERFORMANCE ACTIVITIES:

Given a tour group going through the vocational area, students will be able to explain the various aspects of the program, show several work stations in action and describe their function in detail.

Students will pass out descriptive literature.

Given written or verbal instructions, students will be able to run errands efficiently.

INSTRUCTIONAL STRATEGY:

The teacher will take groups of ten or twelve students at a time on a tour of the vocational area and of the building demonstrating how this should be done.

Sophomores considering vocational training visit the BOE area annually as part of their introduction to vocational training.

As part of the World of Work program, fifth and sixth graders also visit the program annually.

Students act as personal guides, explain the program and answer any questions the student visitor might have.

On special occasions, students act as tour guides for the entire building.

Errands to be run are limited to those in the school building because of regulations concerning students' leaving the building and teacher liability.

EVALUATION:

Evaluation will be the observation by the teacher of such items as how well the students express themselves verbally, how cooperative they are with the visitor, how they react to questions from the visitor, etc.

The students will be evaluated on the time required to complete an errand and the completeness of the errand.

DUTY BLOCK: Perform Receptioning-Hosting Functions TASK: E-3
TIME: 3 hours

TASK: Serve Refreshments

LAB PERFORMANCE ACTIVITIES:

Given a social affair as part of the vocational youth organization activity, students on a committee will determine the number to be served, plan and arrange for the refreshments and arrange for the necessary supplies.

Given the necessary supplies, the students will arrange and serve the refreshments.

INSTRUCTIONAL STRATEGY:

Various social functions will be scheduled throughout the year.

Tours through the vocational facilities by students and businessmen will be used as a training experience. On some occasions, refreshments will be served to those on the tour.

Audio-visual material will augment the teacher presentation of acceptable social behavior.

MATERIALS, SUPPLIES AND EQUIPMENT:

Visitors, refreshments, paper supplies, serving equipment, food and cleaning supplies.

EVALUATION METHOD:

The overall atmosphere of a social affair will be judged on the graciousness of the hosts and hostesses.

RELATED INSTRUCTION

Duty Block E

COMMUNICATIONS	MATH	SCIENCE	SAFETY
5 hours		6 hours	1 hour
Read: School policy on escorting visitors through the building Textbook material on duties of receptionist Descriptive literature Instructions for preparing refreshments Write: Visitor's name and purpose of visit List of food and supplies needed Listen: Visitor's pronunciation of his name Questions of visitor Food orders and conversation Speak: Make visitors welcome Explain various aspects of tour area to visitor Conversation		Behavioral: Pleasant countenance Erect posture Good appearance Clear speaking voice Friendly attitude Reliability Pleasant personality Efficiency in use of time and energy Confidentiality of information Good manners Pleasant conversation Awareness of needs of others Goodwill Dependability	See Appendix A for specific elements of safety emphasized

EVALUATION METHOD:

The students will be evaluated on the effectiveness of their performance of these activities.

DUTY BLOCK: Process Mail

TASK: F-1
TIME: 9 hours

TASK: Receive and Distribute Mail

LAB PERFORMANCE ACTIVITIES:

Given the incoming mail and letter opener, students will open mail, attaching all enclosures and envelopes where return addresses are needed.

Given the opened mail and a time-date stamp, students will stamp the time of arrival.

Given the stamped mail, students will sort the mail and route it to the proper department(s).

INSTRUCTIONAL STRATEGY:

As mail clerks in an office simulation project, the students will be responsible for opening and distributing incoming mail.

MATERIALS, SUPPLIES AND EQUIPMENT:

Letter opener, date and time stamps, mail, sorting trays, stapler, pen/pencil, routing slip or stamp, scissors, forwarding instructions.

EVALUATION METHOD:

The students will be evaluated on the promptness and accuracy with which they fulfill their duty.

DUTY BLOCK: Process Mail

TASK: F-2
TIME: 9 hours

TASK: Prepare Outgoing Mail

LAB PERFORMANCE ACTIVITIES:

Given material to be mailed, typed envelopes and specific instructions, students will fold and insert correspondence into envelopes and seal.

Given material to be mailed, wrapping paper, twine and cellophane tape, students will prepare packages for mailing.

Given sealed envelopes or packages, a postage scale, stamps or a postage meter, students will weigh the stamped material for mailing.

Given a postage log and material prepared for mailing, students will record postage costs.

INSTRUCTIONAL STRATEGY:

The students will read publications of the U.S. Postal Service on how to prepare outgoing mail.

The class will go on a field trip to the Post Office.

As a part of the office simulation project, mail clerks will prepare outgoing mail using facsimile stamps.

MATERIALS, SUPPLIES AND EQUIPMENT:

Material to be mailed, typed envelopes, postage scale, postage meter or stamps, typewriter, Zip Code Directory, reference manual, labels, in/out basket, wrapping paper, string/tape, cartons, filler material, scissors, postage log, masking tape, mailing stickers, special forms (special delivery, registered mail, etc.).

EVALUATION METHOD:

The students will be evaluated on their ability to prepare outgoing mail according to the standards of the U.S. Postal Service.

DUTY BLOCK: Process Mail

TASK: F-3
TIME: 9 hours

TASK: Prepare and Ship Material

LAB PERFORMANCE ACTIVITIES:

Given material to be shipped, postage scale, wrapping paper, large manila envelopes, string or tape, students will package the material.

Given the packaged material and labels, students will type the labels and affix to the package.

Given properly prepared packages, students will determine the postage and affix the postage to the package.

The students will arrange for postal pick up.

INSTRUCTIONAL STRATEGY:

Reinforce related instruction on postal services and rates as well as other methods of shipment.

Show film on preparing parcels for mailing.

When occasion arises, students will prepare packages for mailing.

MATERIALS, SUPPLIES AND EQUIPMENT:

Materials to be mailed, wrapping supplies, postage scale, postage, U.S. Postal Guide, labels, typewriter.

EVALUATION METHOD:

Packages will be evaluated on the neatness and security of the wrap.

DUTY BLOCK: Process Mail

TASK: F-4
TIME: 9 hours

TASK: Receive and Verify Shipments of Office Supplies

LAB PERFORMANCE ACTIVITIES:

Given a delivered package, students will open the package and locate the packing slip.

Given the packing slip, students will compare it with the purchase order and note discrepancies.

The students will unpack the material and check with packing slip.

Given unpacked material, students will record it on the inventory record and store it in an appropriate area.

INSTRUCTIONAL STRATEGY:

Students will be given an opportunity to unpack materials and supplies as they are delivered to the lab.

MATERIALS, SUPPLIES AND EQUIPMENT:

Incoming supplies and materials, storage space, inventory records.

EVALUATION METHOD:

The students will be evaluated on their accuracy of recording the inventory and the neatness with which they prepare the material for storage.

RELATED INSTRUCTION

Duty Block F

COMMUNICATIONS	MATH	SCIENCE	SAFETY
10 hours	4 hours	3-1/2 hours	1/2 hour
Read: Addresses on mail U.S. Postal Guide Postage scale Instructions Zip Code Directory Special forms Listen: Verbal instructions	Simple arithmetic to compute postage Simple arithmetic to compute balances on inventory record Accurate counting	Behavioral: Respect for importance of mail Dependability Confidentiality Judgment Reliability Tact	See Appendix A for elements of safety emphasized

EVALUATION METHOD:

Students will be evaluated on the application of knowledge in laboratory projects.

DUTY BLOCK: Manage Records

TASK: G-1
TIME: 3 hours

TASK: Select and Develop Appropriate File

LAB PERFORMANCE ACTIVITIES:

Given materials to be filed and a review of four basic filing systems, students will determine which system to use in a vertical four-drawer filing cabinet.

Given the filing system, materials to be filed, file folders, file folder labels, file guides and typewriter, students will organize the file.

INSTRUCTIONAL STRATEGY:

Reinforce learning in related instruction on basic filing systems.

Use audio-visual materials to show various types of filing equipment (cabinet, microfilm and microfiche).

Using the four-drawer vertical files available, the students will prepare file guides and folders for office simulation project.

MATERIALS, SUPPLIES AND EQUIPMENT:

File cabinet, file folders, file guides, drawer labels, folder labels, typewriter.

EVALUATION METHOD:

The filing system will be evaluated on the accuracy of organization, neatness and appropriateness of system.

DUTY BLOCK: Manage Records

TASK: G-2
TIME: 30 hours

TASK: File Material and Retrieve Filed Material

LAB PERFORMANCE ACTIVITIES:

Given organized filing system and material to be filed, students will inspect, index and code, sort and file material.

Given a completed request for filed material, students will locate material, complete out guide and record charged out material on log.

INSTRUCTIONAL STRATEGY:

Reinforce review in related instruction of basic filing rules.

In an office simulation project, three students at one time will act as file clerks. All students will have an opportunity to act as file clerks.

MATERIALS, SUPPLIES AND EQUIPMENT:

Organized file, material to be filed, requests for filed material, out guides, log of charged out material.

EVALUATION METHOD:

The file clerks will be evaluated on the accuracy of their filing and the completeness of their records.

DUTY BLOCK: Manage Records

TASK: G-3
TIME: 6 hours

TASK: Maintain and Update File

LAB PERFORMANCE ACTIVITIES:

Given a file used in an office simulation, students will at regular intervals expand the file and place outdated material in a transfer file.

INSTRUCTIONAL STRATEGY:

Reinforce learning from related instruction on methods of expanding the file and putting materials in a transfer file.

Students who are acting as file clerks will perform these duties on a regular basis.

MATERIALS, SUPPLIES AND EQUIPMENT:

Regular file, transfer file, file folders, labels, typewriter and instructions.

EVALUATION METHOD:

The task will be evaluated on its effectiveness.

RELATED INSTRUCTION

Duty Block G

COMMUNICATIONS	MATH	SCIENCE	SAFETY
12 hours		7 hours	1/2 hour
Read: Description of basic filing systems Instructions Request for filed material Material to be filed File labels Listen: Verbal instructions Verbal requests Write: Complete out guides		Behavioral: Judgment Cooperation and consultation with co-workers Logic Organization of work Tact Confidentiality Following instructions Attention to detail	See Appendix A for elements of safety emphasized

EVALUATION METHOD:

Students will be evaluated on their application of knowledge to the laboratory projects.

Paper and pencil tests on rules of filing.

DUTY BLOCK: Utilize Reprographics

TASK: H-1
TIME: 3 hours

TASK: Determine Method of Reproduction

LAB PERFORMANCE ACTIVITIES:

Given specific information regarding the characteristics and costs of several methods of reproduction and material to be reproduced, students will determine the most practical method of reproduction for a given job.

INSTRUCTIONAL STRATEGY:

Descriptions of various reprographic techniques will be presented to students as a group.

Material reproduced by photocopy, spirit, mimeograph and offset will be exhibited.

As part of an office simulation project, students will prepare material for reproduction and indicate on a work order the method of reproduction to be used.

MATERIALS, SUPPLIES AND EQUIPMENT:

Instructions, material to be reproduced, reproduction cost estimates, samples of material reproduced by each medium.

EVALUATION METHOD:

Students' choice of a method of reproduction will be evaluated on the basis of its practicality.

DUTY BLOCK: Utilize Reprographics

TASK: H-2
TIME: 3 hours

TASK: Prepare Original for Photocopy

LAB PERFORMANCE ACTIVITIES:

Given an electric typewriter and cleaning supplies, students will prepare the typewriter to make sharp, clear images.

Given specific instructions and information to be reproduced, students will determine the placement of the copy.

Given a typewriter, necessary supplies, and correction tools, students will prepare an original copy suitable for reproduction on a photocopy machine.

Given an original copy suitable for reproduction on a photocopy machine and a blank work order, students will complete the work order and transfer both documents to the photocopy operator.

INSTRUCTIONAL STRATEGY:

Students will initially clean and set equipment and prepare originals as a group.

As a part of an office simulation project, students will prepare originals for photocopy.

MATERIALS, SUPPLIES AND EQUIPMENT:

Information to be copied, directions, paper, correction materials, pen/pencil, typewriter cleaning supplies, typewriter instruction manual.

EVALUATION METHOD:

Check accuracy of students' typed work according to acceptable office standards. Material prepared for photocopy reproduction should be prepared with 100% accuracy.

DUTY BLOCK: Utilize Reprographics

TASK: H-3
TIME: 3 hours

TASK: Operate Copy Machines

LAB PERFORMANCE ACTIVITIES:

Given a copy machine and manufacturer's manual, students will follow the step-by-step operation of the machine.

Given the manufacturer's manual and the proper type of supplies, students will prepare the machine for operation.

Given a work order, a paper carrier and properly prepared original copy, students will reproduce the required number of copies.

INSTRUCTIONAL STRATEGY:

The teacher will demonstrate the operation of the copy machine.

Each student will have an opportunity to operate copy machines.

MATERIALS, SUPPLIES AND EQUIPMENT:

Material to be copied, copy machine, copy paper, paper cartridge, paper carrier (depending upon model), copy fluid, manufacturer's manual.

EVALUATION METHOD:

Finished copies will be evaluated on appearance.

The students will be evaluated on their ability to follow directions and their efficiency in the use of the machine.

DUTY BLOCK: Utilize Reprographics

TASK: H-4
TIME: 3 hours

TASK: Operate Electrostatic and Infrared Master Makers

LAB PERFORMANCE ACTIVITIES:

Given the material to be copied and a master set, students will prepare the material for insertion into the master set.

Given a master maker and the manufacturer's manual, students will set the machine and make the master.

INSTRUCTIONAL STRATEGY:

The teacher will demonstrate the operation of the master maker and each student will make one master.

As occasions arise, students will make masters necessary for the operation of the classroom activities.

MATERIALS, SUPPLIES AND EQUIPMENT:

Material to be copied, master maker, master set, and manufacturer's manual.

EVALUATION METHOD:

The students will be evaluated on their reliability in completing the task.

DUTY BLOCK: Utilize Reprographics

TASK: H-5
TIME: 10 hours

TASK: Prepare a Mimeograph Stencil

LAB PERFORMANCE ACTIVITIES:

Given a project to be mimeographed, an electric typewriter, paper, correction materials, illustrations to be copied, scissors, paste and pen/pencil, students will review all steps in stencil preparation and prepare the guide copy of the assigned project.

Given an electric typewriter and cleaning supplies, students will disengage the ribbon and clean the type faces.

Given their guide copy, correction fluid and a stencil, the students will type and proofread the part of the copy to be typewritten.

Given a mimeoscope with light, styli, shading screens, lettering guides, drawing plate and correction fluid, students will complete the stencil.

Given a blank work order and their completed stencil, students will complete the work order and will forward these documents to the mimeograph operator.

INSTRUCTIONAL STRATEGY:

Review instructions from junior year and reinforce related instruction.

The teacher will demonstrate the preparation of a stencil and the use of the mimeoscope with related tools.

Each student will be assigned one project to be put on a stencil which will include typewritten material, lettering and drawing.

As a part of a job in an office simulation project, the students will prepare appropriate stencils.

MATERIALS, SUPPLIES AND EQUIPMENT:

Information to be mimeographed, stencil, correction fluid, typewriter, cleaning supplies, mimeoscope with light, styli, lettering guides, shading screens, drawing plate.

EVALUATION METHOD:

The students will be evaluated on their completed stencil, their conservation of supplies and the time it takes them to complete the stencil.

DUTY BLOCK: Utilize Reprographics

TASK: H-6
TIME: 11 hours

TASK: Operate and Maintain Mimeograph Machine

LAB PERFORMANCE ACTIVITIES:

Given a mimeograph machine, proper mimeograph ink, and the manufacturer's manual, students will be able to locate the operating parts of the machine and add sufficient ink.

Given a prepared stencil, students will remove the protective ink pad cover and attach the stencil to the drum.

Given the requested weight and color of paper, students will load the machine.

After running a few copies and adjusting the machine for copy placement on the page, students will set the counter and run off the required number of copies and remove the copies from the machine.

Given a stencil saver, students will remove the stencil and preserve it for future use.

Given a protective cover, students will replace it and run ten sheets of paper to seal the ink pad to the protective cover.

Given the manufacturer's instructions and the proper cleaning supplies, students will clean up the machine and the surrounding work area.

Given the completed copies, students will prepare them for delivery to the requester.

INSTRUCTIONAL STRATEGY:

The teacher will give a review demonstration of the operation of the mimeograph machine and explain the location of the necessary supplies.

Each student will run off one stencil, completing all steps from attaching the stencil to the drum to cleaning up the work area and delivering the copies.

As a job assignment of machine operator in an office simulation project, the students will have complete charge of the operation of the mimeograph for the duration of their assignment in that position.

MATERIALS, SUPPLIES AND EQUIPMENT:

Instructions, mimeograph machine, prepared stencil, stencil saver, paper, manufacturer's manual, correction fluid, ink, protective cover, block-out sheet, cleanup supplies.

EVALUATION METHOD:

The students will be evaluated on their ability to produce the best possible copies from the stencil, their careful use of supplies and their maintenance of an orderly work area.

DUTY BLOCK: Utilize Reprographics

TASK: H-7
TIME: 15 hours

TASK: Prepare Spirit Master

LAB PERFORMANCE ACTIVITIES:

Given material to be reproduced from a master, a typewriter, correction tools, and a master set, students will review the steps in preparing a master.

Given a job in an office simulation project, students will prepare material from rough drafts which will include: statistical reports, manuscripts, blank business forms, drawings and colors.

Given their completed master and a work order, the students will route both documents to the machine operator.

INSTRUCTIONAL STRATEGY:

The teacher will demonstrate the mechanics of preparing a master, reviewing all steps.

As part of their job in an office simulation project, the students will compile material and prepare masters on an individual basis.

MATERIALS, SUPPLIES AND EQUIPMENT:

Typewriter, correction tools, master set, material to be reproduced and work order.

EVALUATION METHOD:

The students will be judged on the completed work. The master should be 100% correct in content and show clear, sharp images.

DUTY BLOCK: Utilize Reprographics

TASK: H-8
TIME: 15 hours

TASK: Operate and Maintain Fluid (Spirit) Duplicator

LAB PERFORMANCE ACTIVITIES:

Given a spirit duplicator, prepared spirit master, paper, fluid and work order, students will review all steps in operating a spirit duplicator and run off the required number of copies.

Given the position of machine operator in an office simulation project, students will duplicate material according to directions on a work order, keep their work area organized and clean, keep supplies of fluid and paper available, return finished copies according to instructions on the work order, and file the master for future use.

INSTRUCTIONAL STRATEGY:

The teacher will demonstrate the operation of a spirit duplicator, reviewing all steps.

The students will duplicate a master which they have prepared.

As a job assignment of machine operator, the students will assume full responsibility for the operation of the spirit duplicator.

MATERIALS, SUPPLIES AND EQUIPMENT:

Spirit duplicator, prepared spirit master, paper, fluid and work order.

EVALUATION METHOD:

The students will be evaluated on the quality of duplicated copies, the speed and efficiency with which they fulfill their work order, the orderliness of their work station and their careful use of supplies.

All work and work habits should meet office standards.

DUTY BLOCK: Utilize Reprographics

TASK: H-9
TIME: 6 hours

TASK: Prepare Offset Master and Observe the Operation of an Offset Press

LAB PERFORMANCE ACTIVITIES:

Given the material to be put on an offset master and instructions including the number of copies to be printed, students will determine which type of master to use and collect the proper correction tools.

Given the material to be put on the master, students will prepare a trial copy.

Given their trial copy and the proper supplies, students will choose a typewriter with carbon ribbon and clean the type faces and ascertain that the paper bail rollers and platen are free of ink smudges.

Given the properly prepared typewriter, the proper supplies and the trial copy, students will type the master.

Given their typed master and a nongreasy eraser, students will proofread their typed master and make any necessary corrections.

Given the completed master and the accompanying work order, students will submit these items to the offset operator.

On a tour of the vocational print shop, students will observe the operation of an offset press.

INSTRUCTIONAL STRATEGY:

Reinforce learning from related instruction about the features of offset printing and the choice of supplies.

The teacher will demonstrate cleaning the type faces, paper bail rollers and platen.

The first assignment for typing an offset master will be given to the whole class. Future assignments will be on an individual basis.

MATERIALS, SUPPLIES AND EQUIPMENT:

Information to be reproduced, directions, offset master, nongreasy eraser, nonreproducing pencils, reproducing pencils, typewriter with carbon ribbon, typewriter cleaning supplies, and typewriter instruction manual.

EVALUATION METHOD:

The master will be read for accuracy. The master should be 100% accurate in content and quality necessary for reproduction. Where an offset press is available, masters will be run off as a final evaluation of their acceptability.

DUTY BLOCK: Utilize Reprographics

TASK: H-10
TIME: 6 hours

TASK: Collate, Assemble and Deliver Duplicated Material

LAB PERFORMANCE ACTIVITIES:

Given material to be collated and a suitable work space, students will arrange pages of material to be assembled in the order in which the pages are to be stapled together.

Using an assembly line procedure, students will assemble the pages.

Using a stapler the students will staple the pages together as instructed.

The students will deliver the completed project according to instructions.

INSTRUCTIONAL STRATEGY:

The teacher will review the steps in collating and stapling material.

The students will observe an electric collator, an electric stapler, and an electric folding machine by visiting other offices.

Projects that become available through the school and from the public will be used as instructional devices as they become available.

One job assignment in an office simulation project will be the duplication machine operator, who will collate, assemble and deliver duplicated material to the mail clerk who will prepare the items for mailing.

MATERIALS, SUPPLIES AND EQUIPMENT:

Material to be assembled, stapler, staples and work space.

EVALUATION METHOD:

The finished job will be evaluated on the proper arrangement of pages in all assembled units and the proper placement of staples.

RELATED INSTRUCTION

Duty Block H

COMMUNICATIONS	MATH	SCIENCE	SAFETY
29 hours	3 hours	5 hours	1/2 hour
Read: Instructions for typing original for photocopy Typewriter instruction manual for proper machine settings Manufacturer's manual for specific reprographics machine Instructions on master set Instructions for preparing stencil Suggestions for arranging material to be reproduced Written directions Work orders Instructions for preparing master and making corrections Information on features of offset printing Listen: Verbal instructions Machine signals View: Copies made by various methods of reproduction Look for smudges, filled-in type characters Filmstrip on offset printing and preparing masters	Multiplication necessary to determine cost of each method of reprographics Computations to determine layout, adjust margins, compute horizontal and vertical placement Simple arithmetic to determine amount of paper needed	Behavioral: Present good image of company Cooperative attitude toward personnel involved Confidentiality Adaptability to change Pride in work Care in use of tools, supplies and equipment Creativity Good judgment Self-motivation Ability to work under pressure Efficiency in use of time Pride in neatness of work and work area Aesthetic aspect of work Motor skills: Finger dexterity	See Appendix A for elements of safety to be emphasized

RELATED INSTRUCTION

Duty Block H

COMMUNICATIONS	MATH	SCIENCE	SAFETY
Edit: Proofread Speak: Questions about reprographics Touch: Adjustments to machine			

EVALUATION METHOD:

Application of knowledge to laboratory projects

Paper and pencil test on special vocabulary of reprographics

80

DUTY BLOCK: Perform Accounting Functions

TASK: I-1
TIME: 18 hours

TASK: Prepare and Distribute Payroll

LAB PERFORMANCE ACTIVITIES:

Given a set of time cards, a payroll register and a calculator, students will determine the total gross pay.

Given gross pay, number of exemptions per employee and tax tables, students will determine total deductions and compute net pay.

Given the payroll register and blank payroll voucher checks, students will prepare the payroll voucher checks.

Given the completed checks, students will distribute the payroll checks to respective employees.

Given employee earnings sheets, students will keep an ongoing record of each employee's earnings record.

INSTRUCTIONAL STRATEGY:

Review knowledge introduced in the junior year and reinforce related instruction.

All students will prepare a payroll as a class assignment.

As a payroll clerk in an office simulation project, the students will prepare complete payroll records and distribute the payroll.

MATERIALS, SUPPLIES AND EQUIPMENT:

Calculator, typewriter, time cards, payroll register, employee earnings records, pay rates, payroll tax tables, voucher checks.

EVALUATION METHOD:

The students will be evaluated on the accuracy of their computations and the neatness and completeness of their records.

The payroll checks will be judged on the accuracy of typing and acceptability of check-writing style.

DUTY BLOCK: Perform Accounting Functions

TASK: I-2
TIME: 18 hours

TASK: Verify and Journalize Routine Business Transactions

LAB PERFORMANCE ACTIVITIES:

Given source documents for routine business transactions such as invoices, bills, statements and checks, students will verify the accuracy of the computations on the source documents.

Given verified source documents, students will analyze the business transaction, determine debit and credit elements and the proper book of original entry.

Given the source document and the proper book, students will record the transaction and check his entry against the source document for accuracy.

After all source documents for a fiscal period are recorded, students will total and prove the journal (combination journal or individual journals).

INSTRUCTIONAL STRATEGY:

The teacher will present journalizing business transactions as part of the accounting cycle.

Students will complete class assignments using workbooks and/or practice sets.

Accounting clerks in an office simulation will have practice in the various aspects of journalizing business transactions.

MATERIALS, SUPPLIES AND EQUIPMENT:

Source documents, pen/pencil, adding or calculating machines, journal or journals.

EVALUATION METHOD:

Class activities will be evaluated on accuracy and acceptability of journals.

Paper and pencil tests will be used to determine the students' knowledge of accounting theory, especially his ability to analyze business transactions.

DUTY BLOCK: Perform Accounting Functions

TASK: I-3
TIME: 18 hours

TASK: Post Business Transactions

LAB PERFORMANCE ACTIVITIES:

Given a journal or journals and a general ledger, accounts receivable ledger and accounts payable ledger, students will follow a routine in posting individual amounts and column totals to the appropriate ledger.

Given an accounts receivable ledger after posting has been completed at the end of a fiscal period, students will prepare a Schedule of Accounts Receivable and reconcile it with the balance of the Accounts Receivable controlling account in the general ledger.

Given an accounts payable ledger after the posting has been completed at the end of a fiscal period, students will prepare a Schedule of Accounts Payable and reconcile it with the balance of the Accounts Payable controlling account in the general ledger.

The students will verify the accuracy of their posting by taking a trial balance.

INSTRUCTIONAL STRATEGY:

Reinforce instruction from related instruction.

The teacher will use an overhead projector or other visual to demonstrate the proper procedure for posting.

Students will use problems from a workbook and/or practice set for practice in posting.

Students who serve as account clerks in a business simulation will have practice in posting business transactions.

MATERIALS, SUPPLIES AND EQUIPMENT:

Journals, ledgers, adding or calculating machines, accounting paper, pen/pencils.

EVALUATION METHOD:

The accuracy of posting will be determined by the accuracy of a trial balance.

DUTY BLOCK: Perform Accounting Functions

TASK: I-4
TIME: 12 hours

TASK: Verify and Deposit Cash Receipts

LAB PERFORMANCE ACTIVITIES:

Given cash from dues for vocational youth organization and receipts from fund-raising projects, students will count and verify their cash receipts with the treasurer, who will verify the amount of cash and issue a receipt.

Given cash received, the treasurer will count coins, wrap if necessary, and prepare a deposit slip for the school treasurer.

Given incoming checks in a class project, students will record them in the cash receipts journal and hold them for deposit.

Given the checks to be deposited and a deposit slip, the students will endorse the checks, prepare the deposit slip, and record the deposit.

INSTRUCTIONAL STRATEGY:

Fund-raising projects and dues collections are ongoing activities for the entire year as part of the vocational youth organization program. The students will keep a record of their cash receipts and verify their record with the treasurer.

The teacher will instruct the treasurer in the procedure for setting up a cash book and recording cash receipts, issuing receipts therefor.

Further training in receiving and recording cash receipts will be given the accounts receivable clerk and the bank teller in an office simulation project.

MATERIALS, SUPPLIES AND EQUIPMENT:

Prepared checks, blank deposit slips, coin wrappers, cash receipt book, check stub record and pen.

EVALUATION METHOD:

Deposits will be checked for accuracy and for acceptability of endorsements.

DUTY BLOCK: Perform Accounting Functions

TASK: I-5
TIME: 12 hours

TASK: Prepare and Disburse Checks

LAB PERFORMANCE ACTIVITIES:

Given a source document, the students will verify it.

Given authorization for writing checks, students will complete the check stub or other check record.

The students will write the check and check it for completeness and accuracy.

The students will address an envelope for mailing the check and prepare check for mailing.

The students will void checks or stop payment as necessary.

INSTRUCTIONAL STRATEGY:

Reinforce learning from related instruction on type of checks and proper procedure for writing (or typing) checks.

Students will be given check books in practice sets or workbooks along with stubs or other check records.

The cashier in an office simulation will have extended practice in writing checks and keeping a check record.

Field trips to business offices will be used to show students the operation of a check writer and checks (payroll) prepared by computer.

MATERIALS, SUPPLIES AND EQUIPMENT:

Check book, check record, pen/pencil, typewriter, source documents, adding or calculating machine.

EVALUATION METHOD:

The check record will be evaluated on accuracy. The final balance must be 100% accurate.

Checks will be evaluated on acceptability by banking standards.

DUTY BLOCK: Perform Accounting Functions

TASK: I-6
TIME: 9 hours

TASK: Reconciling Bank Statements

LAB PERFORMANCE ACTIVITIES:

Given a bank statement with cancelled checks and a check record, students will identify the outstanding checks and subtract the service charge from the check stub balance.

Given a bank reconciliation form, students will find the true balance in the account and reconcile the bank statement balance to the check stub balance.

INSTRUCTIONAL STRATEGY:

The students will reconcile bank statements given as problems in workbooks or practice sets.

The students who serve as cashiers or bank tellers in an office simulation will have practice in reconciling bank statements.

MATERIAL, SUPPLIES AND EQUIPMENT:

Bank statements with cancelled checks, check record, adding machines and pen/pencil.

EVALUATION METHOD:

The reconciliation will be evaluated on its accuracy.

DUTY BLOCK: Perform Accounting Functions

TASK: I-7
TIME: 9 hours

TASK: Verify and Update Inventories

LAB PERFORMANCE ACTIVITIES:

Given an inventory record and a requisition or shipping order, students will ascertain whether the balance is large enough for the order.

Given a balance sufficient for the order, students will record the reduction in inventory and forward the shipping order.

Given an inventory record at reorder point, students will complete a purchase order.

Upon receipt of material ordered, students will record the amount received on the inventory record.

INSTRUCTIONAL STRATEGY:

In September and May, students will take inventory of supplies and equipment in the laboratory and compare the actual count with the perpetual inventory record.

Students will complete problems and inventory records in workbooks or practice sets.

The students who have the job of stock clerk in an office simulation will have repeated practice in keeping inventory records, ordering merchandise and recording its receipt.

MATERIALS, SUPPLIES AND EQUIPMENT:

Material to be inventoried, inventory records, stock control cards.

EVALUATION METHOD:

Inventory records will be evaluated on their accuracy.

DUTY BLOCK: Perform Accounting Functions

TASK: I-8
TIME: 9 hours

TASK: Keep Records of Petty Cash Transactions

LAB PERFORMANCE ACTIVITIES:

Given a petty cash fund and a request for an authorized expenditure, students will complete a petty cash voucher, obtain the signature of the payee and pay out the exact amount of cash.

When the petty cash fund has reached a designated level, students will prepare a report of payments from the petty cash fund to the cashier who will issue cash to replenish the fund.

INSTRUCTIONAL STRATEGY:

The petty cash fund accounting will be presented as a problem for the entire class.

The only actual cash handled in the classroom will be the funds of the youth club.

MATERIALS, SUPPLIES AND EQUIPMENT:

Pencil, pen, accounting paper, petty cash vouchers.

EVALUATION METHOD:

The petty cash reports will be evaluated on their accuracy.

RELATED INSTRUCTION

Duty Block I

COMMUNICATIONS	MATH	SCIENCE	SAFETY
36 hours	10 hours	6 hours	1/2 hour
Read: Instructions Tables, charts, graphs Time cards Source documents Ledgers and journals Bank statements Stock cards Requests for petty cash Write: Payroll forms Checks Payroll log Entries in journal Posting entries Deposit slips Endorsements Cash receipts entries Receipts for cash Check book records Stock records Record numbers in reconciliation Petty cash vouchers Listen: Verbal instructions Requests for petty cash	Basic arithmetic skills for computing: Total hours Gross earnings Deductions Net earnings Rounding off decimals and whole numbers Sequential ordering Measurements of time Arithmetic skills to verify source documents Math skill to understand accounting equation Decimal numeral system Use of numbers without calculating: Recognition Recording Counting money Coding (inventory) Ratio and proportion Measures of length	Behavioral: Cooperation Confidentiality Honesty Professionalism Care of tools and equipment Conservation of supplies Accuracy and attention to details Pride in work Maintain goodwill Judgment Company loyalty Motor skills: Manual dexterity	See Appendix A for elements of safety to be emphasized

EVALUATION METHOD:

Application of knowledge to laboratory projects

All accounting records will be checked for accuracy, neatness, legibility of numbers, and acceptable arrangement. Accounting records must be 100% accurate.

Paper and pencil tests on theory of elements of accounting studied.

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APPENDICES

APPENDIX A

RULES OF SAFETY

1. Arrange desks so that floor plugs are accessible but not in the aisles.
2. Do not use extension cords, frayed cords or damaged plugs.
3. Do not extend electric cords across traffic lanes.
4. Turn electric machines off when not in use.
5. Do not attempt to repair office machines.
6. Always close desk and file drawers.
7. Do not open more than one file drawer at a time.
8. Be sure office machines are set solidly on desk or table.
9. Sand any rough edges of wooden desks or chairs.
10. Do not stand on swivel chairs to reach high shelves.
11. Keep long hair and dangling jewelry from moving machine parts.
12. Use care in handling food or drink at work station.
13. Handle razor blades or other sharp tools with care.
14. Know the routine for fire drills or other emergency evacuation of building.
15. Have simple first-aid supplies available.
16. Establish routine for notifying the main office or the clinic in case of emergency.
17. Follow building security procedures.

APPENDIX B

HOUSEKEEPING AND EQUIPMENT MAINTENANCE

Since the laboratory is used by both junior and senior students, it is important to develop cooperation in keeping the lab neat, clean and orderly by following these procedures:

1. Desk tops should be organized for efficient work.
2. Waste baskets should be emptied at the end of each laboratory session.
3. Desk tops and work tables should be cleaned periodically and dusted regularly.
4. Office machines should be covered when not in use.
5. Type faces on the typewriters should be cleaned periodically.
6. Supplies should be clearly labeled and stored neatly in accessible area.

APPENDIX C

OBJECTIVES OF THE YOUTH ORGANIZATIONS*

The student will:

1. Develop leadership by participating, planning, serving as officers, conducting meetings and cooperating with fellow students, coordinators and teachers

2. Improve poise, sociability, attitude and tact through contact with fellow students by taking an active role in office, classroom and social activities

3. Develop competence in a vocational occupation by gaining self confidence and general maturity

4. Develop character, train for useful citizenship and foster patriotism through civic experiences

5. Learn to plan and manage activities effectively by performing the duties of various officers, serving on committees and conducting fund-raising campaigns

6. Develop an enthusiasm for learning and for remaining knowledgeable in the chosen field by associating with successful adults

7. Develop confidence and a spirit of competition by participating in competitive events

8. Participate in cooperative effort by sharing the responsibility of a group project

9. Gain a wholesome understanding of the functions of labor and management organizations and a recognition of their interdependence by visits to business and industry

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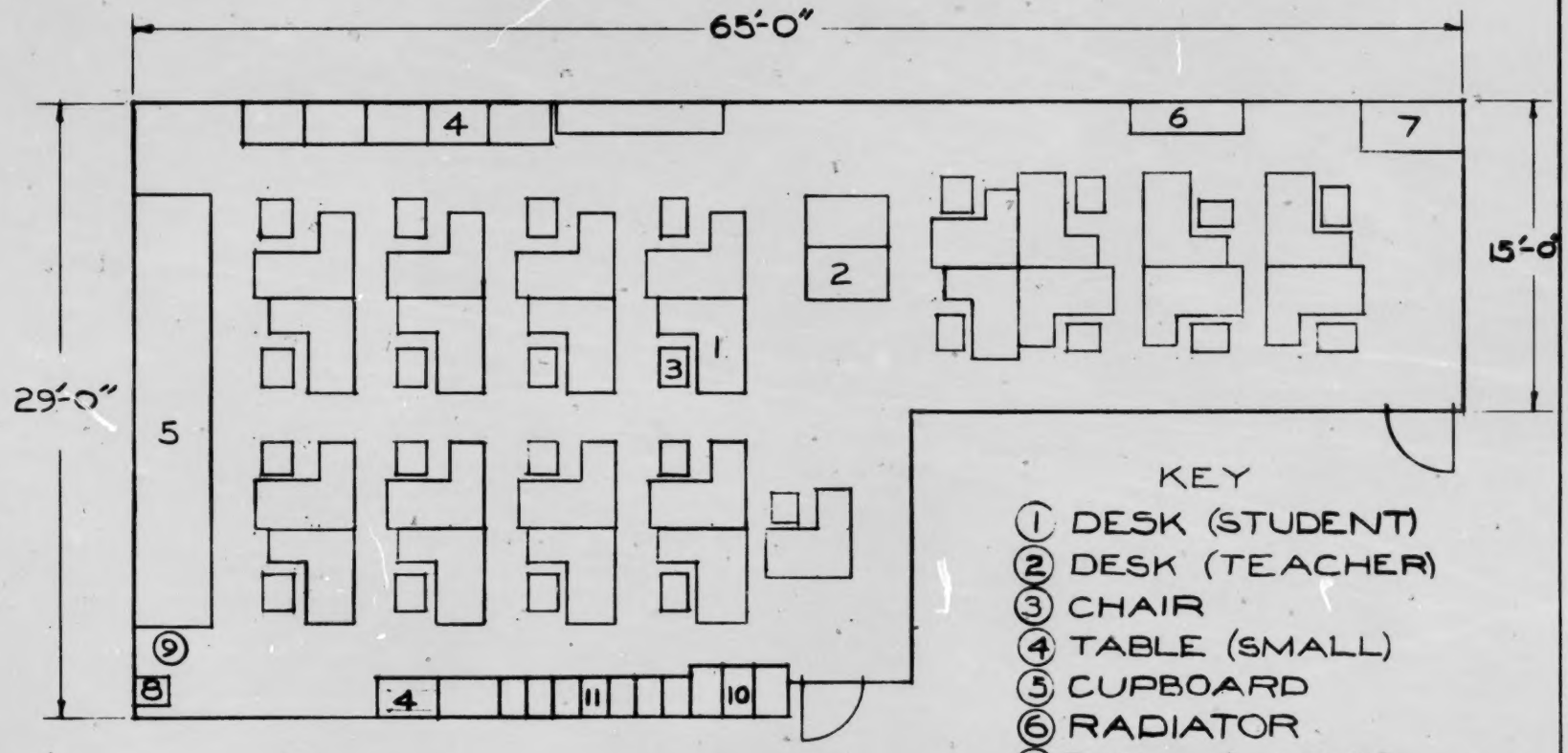
*From Curriculum Guide for Vocational Youth Organizations, Warren City Schools

APPENDIX D

B.O.E. LABORATORY
GENERAL OFFICE CLERK
ROOM 310



SCALE: $\frac{1}{8}$"=1'-0"

KEY

1. DESK (STUDENT)
2. DESK (TEACHER)
3. CHAIR
4. TABLE (SMALL)
5. CUPBOARD
6. RADIATOR
7. TABLE (LARGE)
8. SINK
9. WASTE BASKET
10. FILE CABINET
11. STAND

J.M.

APPENDIX E

B.O.E. LABORATORY—GENERAL OFFICE CLERK

Equipment

25	Office-style desks with office-style desk accessories such as waste baskets, letter trays, staplers, appointment calendars and reference manuals
25	Posture chairs
17	Electric typewriters
10	Manual typewriters
4	Electronic calculators
6	10-key adding machines
2	Full-key adding machines
7	Transcribing machines, two of which include dictating attachments
1	Mimeograph
1	Fluid duplicator
1	Copy machine
4	4-drawer filing units
1	Office stationery supply center
2	Teachers' desks with chairs
1	Mimeoscope
1	Paper cutter

APPENDIX F

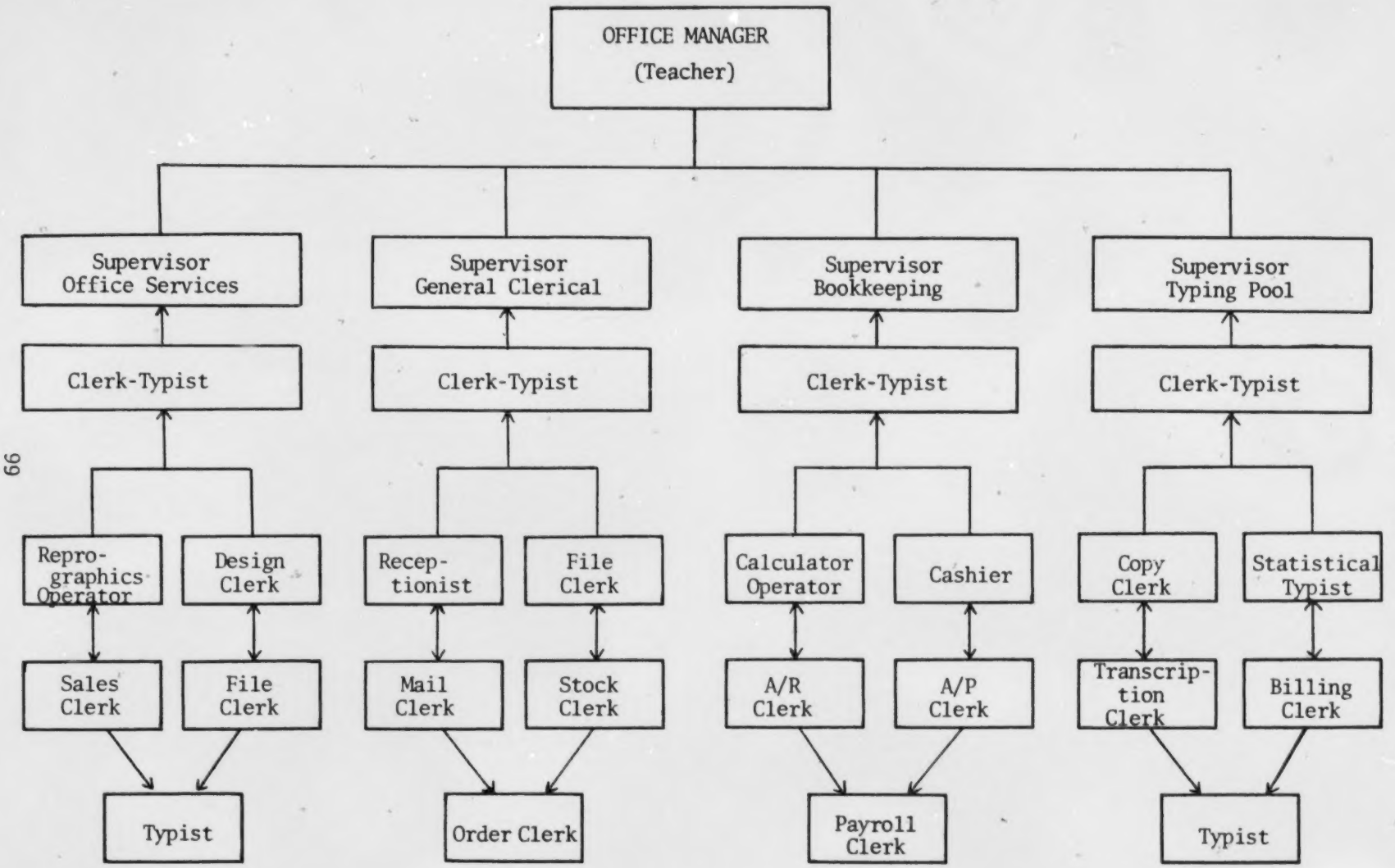
ROTATION SCHEDULE*

MODULE**	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
Module A Ten-Key Machines	Group 1	Group 5	Group 4	Group 3	Group 2
Module B Electronic Calculators	Group 2	Group 1	Group 5	Group 4	Group 3
Module C Spirit Duplicating	Group 3	Group 2	Group 1	Group 5	Group 4
Module D Stencil Duplicating	Group 4	Group 3	Group 2	Group 1	Group 5
Module E Collating	Group 5	Group 4	Group 3	Group 2	Group 1

* Designed for a class of 25 students.
** All modules are listed in Duty Blocks C and D.

NOTE: The full-key adding and listing machine has been omitted from the rotation schedule because the local advisory committee indicated its use in the Warren area has dwindled.

APPENDIX G


OFFICE MANAGER
(Teacher)
Supervisor Office Services
Supervisor General Clerical
Supervisor Bookkeeping
Supervisor Typing Pool
Clerk-Typist
Clerk-Typist
Clerk-Typist
Clerk-Typist
Repro-graphics Operator
Design Clerk
Recep-tionist
File Clerk
Calculator Operator
Cashier
Copy Clerk
Statistical Typist
Sales Clerk
File Clerk
Mail Clerk
Stock Clerk
A/R Clerk
A/P Clerk
Transcrip-tion Clerk
Billing Clerk
Typist
Order Clerk
Payroll Clerk
Typist

APPENDIX H

EXAMPLE--LESSON PLANS

The lesson plans that follow were done to give an example of the next step in the process of instructional development and planning. Once a course of study has been developed, based on an occupational analysis and reviewed and revised where necessary by a local advisory committee, lesson plans must be developed from that basic course of study to plan the weekly and daily activities that allow student learning to progress in an effective pattern to insure that the necessary material will be covered. These plans should also include sufficient detail for teacher use in the laboratory and related classroom. This is the basic separation between a course of study done beforehand with some of the variables unknown at that time (number of students, prerequisite subjects, skills, etc.) and the lesson plans which reflect the exact conditions from the practical standpoint of the way things are in a given year. The examples use Duty Blocks C and D of the junior year and Duty Block B of the senior year as the material that would be illustrated. The lesson plans are done on a weekly basis for the Duty Blocks included, and the first week of each Duty Block is planned on a daily basis to further illustrate a practical application.

WEEKLY LESSON PLAN
LABORATORY INSTRUCTION

DATE Week 6
QUARTER 3

JUNIOR YEAR

Duty Block: C & D
Task: Operate Adding and Calculating Machines
Utilize Reprographics

Monday

Type:
1. Warm-up drills, Century 21 Typewriting, page 287
2. One-minute timings, page 288
3. Lesson 192C, Century 21 Typewriting, page 289

View filmstrip cassette presentation, adding and calculating machines
Explain rotation plan to begin Tuesday

Tuesday

Type:
1. Warm-up drills, page 290
2. One-minute timings, pages 290-291
3. Two 5-minute timings, page 291

Review: Manuscript typing
Begin rotation plan

Wednesday

Type:
1. Warm-up drills, page 280
2. One-minute timings, page 280
3. Lessons 194-198, problem 9

Rotation plan

Thursday

Type:
1. Warm-up drills, page 297
2. One-minute timings, page 297
3. Two 5-minute timings, page 298
4. Lessons 194-198, problem 10

Rotation plan

Friday

Type:
1. Warm-up drills, page 297
2. One-minute timings, page 298
3. Two 5-minute timings, page 298
4. Lesson 200, problem 3

Rotation plan

WEEKLY LESSON PLAN
RELATED INSTRUCTION

DATE Week 6
QUARTER 3

JUNIOR YEAR

Duty Block: C & D
Task: Operate Adding and Calculating Machines
Utilize Reprographics

Monday

Review Math concepts
1. Whole number units
2. Decimal units

Show filmstrip-cassette, "How to Operate Duplicating Equipment"
Discuss presentation
1. Differences of masters
2. Machine processes
3. Final copies

Tuesday

Introduce:
1. Vertical and horizontal addition
2. Verification through machine tapes
3. Transposition of figures

Assignment from Vocational Mathematics for Business

Wednesday

Demonstrate:
1. Conversion of fractions to decimals

Assignment from Vocational Mathematics for Business, pages 85-6.

Lecture:
1. Horizontal and vertical placement for masters
2. Reprographics vocabulary
3. Necessary reprographics supplies

Thursday

Demonstrate:
1. Changing percents to decimals
2. Decimal movement for multiplication

Students work problems on chalkboard
Assignment from Vocational Mathematics for Business
Introduce:
1. Use of the period

Assignment from Business English and Communication

Friday

Students place math assignment on chalkboard and verify
Demonstrate entering zeros for multiplication
Student recitation—homework assignment
Assignment:
1. Application Exercise C, Business English and Communication
2. Word Study

DAILY LESSON PLAN
FOR LABORATORY

DATE Week 6-Monday
QUARTER 3

JUNIOR YEAR

LABORATORY Activity for Duty Block: C & D
Task: Operate Adding & Calculating Machines
Utilize Reprographics

Performance Activities:

All students will type Conditioning Practice 192A, page 287.
Students will be given one-minute timings, 192B, page 288.

C - 1, page 17
C - 2, page 19
C - 3, page 21

All students will view a filmstrip-cassette presentation, "How to Operate Adding and Calculating Machines."

C - 1, page 17
C - 2, page 19
D - 2, page 25
D - 4, page 29
D - 6, page 33

Teacher will explain rotation plan which will begin Tuesday (See Appendix F, page 127).

All students will type Lesson 192C, page 289, problems 1, 2 and 3 (tabulations and manuscripts).

Materials Needed:

Textbooks for Classroom Use:

Century 21 Typewriting, Lessenberry, Crawford, Erickson, Beaumont, Robinson, South-Western Publishing Co., Cincinnati, 1972.

Teacher Resource Material:

"How to Operate Adding and Calculating Machines," from the Series A6135AR Introduction to Business Machines, Society for Visual Education, Inc., Chicago, Illinois.

Supplies:

Typing paper, carbon paper, erasers

Special Equipment:

A.V.: filmstrip projector, screen, cassette player

DAILY LESSON PLAN
FOR RELATED

DATE Week 6-Monday
QUARTER 3

JUNIOR YEAR

LABORATORY Activity for Duty Block: C & D
Task: Operate Adding & Calculating Machines
Utilize Reprographics

Performance Activities:

C, page 23

Teacher will review whole number places and decimal places.

Students will read and write numbers from words to and vice versa; i.e., one hundred fifty-six = 156
168 = one hundred sixty-eight

D, page 34

Teacher will show filmstrip-cassette presentation, "How to Operate Duplicating Equipment."

Students will take notes for discussion at end of presentation.

Teacher will lead discussion comparing differences in reprographic techniques.

Materials Needed:

Textbooks for Classroom Use:

Vocational Mathematics for Business

Teacher Resource Material:

"How to Operate Duplicating Equipment," from the Series A6135AR, Introduction to Business Machines, Society for Visual Education, Inc., Chicago, Illinois.

Supplies:

paper, pencil

Special Equipment:

A.V.: filmstrip projector, screen, cassette player

DAILY LESSON PLAN
FOR LABORATORY

DATE Week 6-Tuesday
QUARTER 3

JUNIOR YEAR

LABORATORY Activity for Duty Block: C & D
Task: Operate Adding & Calculating Machines
Utilize Reprographics

Performance Activities:

All students will type Conditioning Practice 193A-B, page 290.

Students will type one-minute timings-using 193C, pages 290-1.

Teacher will review manuscript typing.
Students begin rotation plan

C - 1, page 17 — Group 1—Ten Key—Students will use manufacturer's manual to install paper tape and locate manipulation keys. The student will then work problems in Lesson 1, "The Addition Process," page 4 of "How to Use Business Machines. Students will verify accuracy through tape.

C - 2, page 19 — Group 2—Electronic Calculators—Students will use manufacturer's manual to locate the manipulation keys. Students will use the lessons prepared for the printing calculator. Teacher will give special instructions.

D - 2, page 25 — Group 3—Spirit Duplicating—Using Century 21 Typewriting, the student will type a trial copy of problem 6, page 295. Submit to teacher for approval.

D - 4, page 29 — Group 4—Stencil Duplicating—Using Century 21 Typewriting, the student will type a trial copy of problem 1, page 293. Submit to teacher for approval.

D - 6, page 33 — Group 5—Collating—Students will collect trial copies and proofread. Submit to teacher.

All students will type two 5-minute timings, page 291.

Materials Needed:

Textbooks for Classroom Use:

Century 21 Typewriting, How to Use Business Machines
How to Use Business Machines, 3rd ed., Fasnacht, Bauernfeind, Vagen, New York: McGraw-Hill Book Company, 1969

Teacher Resource Materials:

Manufacturer's manuals

Supplies:

adding machine tapes, answer sheets, typing paper, eraser, pencil

DAILY LESSON PLAN
FOR RELATED

DATE Week 6-Wednesday
QUARTER 3

JUNIOR YEAR

LABORATORY Activity for Duty Block: C & D
Task: Operate Adding & Calculating Machines
Utilize Reprographics

Performance Activities:

C, page 23

Teachers will introduce vertical and horizontal addition on chalkboard. Alignment of decimals stressed.

Students will work problems on pages 15 and 16.

Teacher will introduce verifying addition by checking machine tapes, page 13.

Students will work problems on pages 17 and 18 in class and complete for homework. Students will turn in to teacher by 7:45 Wednesday morning.

Materials Needed:

Textbooks for Classroom Use:

Vocational Mathematics for Business

Supplies:

pencil, paper

Special Equipment:

chalkboard, chalk, erasers

DAILY LESSON PLAN
FOR LABORATORY

DATE Week 6-Wednesday
QUARTER 3

JUNIOR YEAR

LABORATORY Activity for Duty Block: C & D
Task: Operate Adding & Calculating Machines
Utilize Reprographics

Performance Activities:	All students will type Conditioning Practice 186A, page 280. Students will type one-minute timings, 186B.
C-1, page 17	Group 1—Ten Key—Students will work problems finding subtotals and performing cross addition, Lesson 2, page 53.
C-2, page 19	Group 2—Electronic—Students will work problems finding subtotals and performing cross addition, Lesson 2, page 53.
D-2, page 25	Group 3—Spirit Duplicating—teacher demonstration of making corrections and setting machine adjustments. Students will type a master from trial copy of problem 6. Teacher demonstration of machine operation.
D-3, page 27	Students will run off masters making 7 copies and give to Group 5 for collating.
D-4, page 29	Group 4—Stencil Duplicating—teacher will demonstrate machine settings and cleaning keys, placement of trial copy on stencils and correction techniques. Students will clean type faces and adjust typewriters. Students will prepare stencil of problem 1 using trial copy. Teacher will demonstrate operation of stencil duplicator and mimeoscope.
D-5, page 31	Students will make 7 copies and give to Group 5
D-6, page 33	Group 5—Collating—Students will organize all duplicating production for teacher. At end of the week all students will receive copies of duplicated assignments to be placed in student notebooks. All students will type Lessons 194-198, problem 9, page 296, topbound manuscript with 1 carbon.

Materials Needed:

Textbooks for Classroom Use:

Century 21 Typewriting, How to Use Business Machines

Supplies:

machine tape, pencil, answer sheets, typing paper, carbon paper, eraser, type cleaner, correction fluid, spirit masters, stencils, duplicator paper, mimeo paper, correction knives, staplers, staples.

Special Equipment:

Spirit duplicator, stencil duplicator, mimeoscope, work table, ten-key adding machines, electronic calculators.

DAILY LESSON PLAN
FOR RELATED

DATE Week 6-Thursday
QUARTER 3

JUNIOR YEAR

LABORATORY Activity for Duty Block: C & D
Task: Operate Adding & Calculating Machines
Utilize Reprographics

Performance Activities:

C, page 23	Teacher will show conversion of fractions to decimals. Teacher will show how to express cents as decimals. Students will work problems in class, pages 85-6.
D, page 34	Teacher will lecture on how vertical and horizontal placement is affected when preparing spirit and stencil masters. Teacher will distribute samples of master sets, paper and final copies to show differences. Teacher will use vocabulary (quire, stencil, spirit master) and introduce material needed to determine necessary paper supplies. Students will be given random situations and will determine amount of paper supplies required. Students will take notes for future reference.

Materials Needed:

Textbooks for Classroom Use:
Vocational Mathematics for Business

Supplies:
Spirit masters, quire of stencils, reprographics samples, paper, pencil

Special Equipment:
A.V.:

DAILY LESSON PLAN
FOR LABORATORY

DATE Week 6-Thursday
QUARTER 3

JUNIOR YEAR

LABORATORY Activity for Duty Block: C & D
Task: Operate Adding & Calculating Machines
Utilize Reprographics

Performance Activities:

All students will type Conditioning Practice 199A, page 297
All students will type 1-minute timings, 199B, page 297
All students will type two 5-minute timings, page 298

C-1, page 17 — Group 1—Ten Key—Lesson 3, page 11, students will perform subtraction process and use of repeat key.

C-2, page 19 — Group 2—Electronic—Lesson 3, page 57, students will perform subtraction process and use of repeat key.

All students will type a trial copy of Problem 2, page 294—model of form letter. Teacher will explain purpose and place of form letter and itinerary.

D-2, page 25 — Group 3—Spirit Duplicating—Students will type a trial copy of Problem 7, page 296, an itinerary, and will submit to the teacher for approval.

D-3, page 27 — After approved, each student will prepare a master and duplicate. Make 7 copies. When task is completed, student will submit to Group 5.

D-4, page 29 — Group 4—Stencil Duplicating—each student will type a trial copy of Problem 3, page 294, and submit for approval.

D-5, page 31 — After approved, each student will prepare a stencil and run off 7 copies. Submit to Group 5.

D-6, page 33 — Group 5—Collating—Collect and sort all typing assignments for teacher. Trial copies prepared by Groups 1, 2 and 5 are to be alphabetized and given to teacher.

Materials Needed:

Textbooks for Classroom Use:

Century 21 Typewriting
How to Use Business Machines

Supplies:

machine tapes, pencils, answer sheets, typing paper, carbon paper, erasers, type cleaner, correction fluid, spirit masters, stencils, duplicator paper, mimeo paper, correction knives, staplers, staples

Special Equipment:

Spirit duplicator, stencil duplicator, mimeoscope, work tables, ten-key adding machines, electronic calculators.

DAILY LESSON PLAN
FOR RELATED

DATE Week 6-Thursday
QUARTER 3

JUNIOR YEAR

LABORATORY Activity for Duty Block: C & D
Task: Operate Adding and Calculating Machines
Utilize Reprographics

Performance Activities:

C, page 23

Teacher will demonstrate changing percents to decimals, Chapter 4, pages 97-99.

Students will convert percents to decimals using page 103, Part B.

Teacher will demonstrate decimal movement in multiplication of decimals.

Students will work problems 1-35, pages 109-10 in class and then place on chalkboard to check.

Homework assignment—problems 36-65, pages 110-11.

**Teacher will introduce use of the period in sentences, outlines, tabulations.

Students will do Class Practice 1 and Proofreading Practices 1 and 2 orally in class.

Students will write out Application Exercises A and B, pages 165-66 in class. If students do not complete, assign remainder as homework.

**The study of grammar and punctuation is a continual process. Whenever related material has been covered and time is available, grammar and punctuation will be included in related instruction. This is in preparation for the use of transcription equipment.

Materials Needed:

Textbooks for Classroom Use:

Vocational Mathematics for Business
Business English and Communication, 4th ed. New York: McGraw-Hill Book Company, 1972.

Supplies:

paper, pencil, chalk, erasers

Special Equipment:

chalkboard

DAILY LESSON PLAN
FOR LABORATORY

DATE Week 6-Friday
QUARTER 3

JUNIOR YEAR

LABORATORY Activity for Duty Block: C & D
Task: Operate Adding & Calculating Machines
Utilize Reprographics

Performance Activities:

All students will type Conditioning Practice 199B, page 297
Students will type 1-minute timings, page 298
Students will type two 5-minute timings, page 298
All students are to prepare a trial copy of Lesson 200, Problem 3, page 300.

C-1, page 17	Group 1—Ten-Key—Lesson 4, page 15. Students will perform addition process of whole numbers and decimals.
C-2, page 19	Group 2—Electronic—Lesson 4, page 61. Students will perform addition process of whole numbers and decimals.
D-2, page 25	Group 3—Spirit Duplicating—Students will prepare a trial copy of Problem 3, page 300, and submit for approval.
D-3, page 27	After approval, students will prepare a master and duplicate 7 copies to submit to Group 5.
D-4, page 29	Group 4—Stencil Duplicating—Students will make a trial copy of Problem 2, page 299.
D-5, page 31	Students will prepare a stencil and duplicate 7 copies. Submit to Group 5.
D-6, page 33	Group 5—Collating—Collate all duplicated material in order determined by teacher, staple and distribute to all students for notebooks. One packet is to be given to the teacher.

Materials Needed:

Textbooks for Classroom Use:

Century 21 Typewriting
How to Use Business Machines

Supplies:

machine tape, typing paper, answer sheets, spirit masters, correction knives, stencils, correction fluid, staplers, staples, duplicator paper, mimeo paper, duplicator fluid, mimeo ink, erasers, pencils, pens

Special Equipment:

ten-key adding machines, electronic calculators, spirit duplicator, stencil duplicator, work table

DAILY LESSON PLAN
FOR RELATED

JUNIOR YEAR

DATE Week 6-Friday
QUARTER 3

LABORATORY Activity for Duty Block: C & D
Task: Operate Adding and Calculating Machines
Utilize Reprographics

Performance Activities:

C, page 23

Students will place assigned problems 36-65 on chalkboard. Each student will explain how he determined the placement of the decimal.

Test on addition, subtraction and multiplication of decimals and changing fractions and percents to decimals will be given Monday.

Teacher demonstration of entering zeros for multiplication process used on ten-key and full-key adding machines.

Students will write out problems 36-65 of today's assignment showing how problems would be entered on a ten-key or full-key.

Class will check accuracy of English assignment through recitation.

Students will rewrite and punctuate Application Exercise C, page 167. Students will compare their rewrites and teacher will help determine corrections.

Teacher will begin Word Study, parts A, B and C, page 167, by asking class to define orally the vocabulary words in their own terms.

Students will respond orally to parts B and C.

Materials Needed:

Textbooks for Classroom Use:

Vocational Mathematics for Business
Business English and Communication

Supplies:

chalk, erasers, pencils, paper

Special Equipment:

chalkboard

WEEKLY LESSON PLAN
RELATED INSTRUCTION

DATE Week 7
QUARTER 3

JUNIOR YEAR

Duty Block: C & D
Task: Operate Adding and Calculating Machines
Utilize Reprographics

Monday

Type:
1. Warm-up drills, page 299
2. One-minute timings, page 298
3. Lesson 201, Problems 1 and 2

Rotation plan

Review form typing:
1. Alignment of figures
2. Headings

Tuesday

Type:
1. Warm-up drills, page 297
2. One-minute timings, page 298
3. Lesson 201, Problems 3 and 4

Rotation Plan: Change for Week 2

Wednesday

Type:
1. Warm-up drills
2. One-minute timings, page 303
3. Two 5-minute timings, page 303
4. Lesson 204, Problems 1 and 2

Rotation plan

Thursday

Type:
1. Warm-up drills, page 305
2. One-minute timings, page 303
3. Lesson 205, Problems 1 and 2

Rotation plan

Friday

Type:
1. Warm-up drills, page 304
2. One-minute timings, page 303
3. Two 5-minute timings, page 303
4. Lesson 205, Problems 3 and 4

Rotation plan

WEEKLY LESSON PLAN
RELATED INSTRUCTION

DATE Week 7
QUARTER 3

JUNIOR YEAR

Duty Block: C & D
Task: Operate Adding and Calculating Machines
Utilize Reprographics

Monday

Paper-pencil test—addition, subtraction and multiplication of decimals and changing fractions and percents to decimals

Tuesday

Apply rules for the period:
1. Use workbook Unit 22, Business English and Communication

Introduce:
1. Reading reciprocal table
2. Movement of decimal in answer
3. Entering problem into a ten-key or full-key adding machine

Assignment: Set up problems as if they were to be entered on a ten-key machine. Use Vocational Mathematics for Business, page 37

Wednesday

Introduce:
1. Use of question mark
2. Use of exclamation point

Assign: Unit 23, application exercises

Introduce:
1. Rounding whole numbers
2. Rounding decimals
3. Rounding amounts of money

Thursday

Check English assignment orally

Assign:
1. Workbook pages for Unit 23; check in class
2. Exercise of rounding numbers

Friday

Review:
1. Use of period
2. Use of question mark
3. Use of exclamation point

Test on Monday

Youth organization meeting—plan spring banquet

WEEKLY LESSON PLAN
RELATED INSTRUCTION

DATE Week 8
QUARTER 3

JUNIOR YEAR

Duty Block: C & D
Task: Operate Adding and Calculating Machines
Utilize Reprographics

Monday

Type:
1. Warm-up drills, page 307
2. One-minute timings, page 307
3. Lesson 206, Problems 1 and 2

Rotation plan

Tuesday

Type:
1. Warm-up drills, page 305
2. One-minute timings, page 303
3. Two 5-minute timings, page 303
4. Lesson 206, Problems 3 and 4

Rotation plan—change for Week 3

Wednesday

Type:
1. Warm-up drills, page 309
2. One-minute timings, page 309
3. Lesson 208, Problems 1 and 2

Rotation plan

Thursday

Type:
1. Warm-up drills, page 311
2. One-minute timings, page 311
3. Two 5-minute timings, page 312
4. Lesson 208, Problems 3 and 4

Rotation plan

Friday

Type:
1. Warm-up drills, page 311
2. One-minute timings, page 312
3. Two 5-minute timings, page 312
4. Lesson 208, Problems 5 and 6

Rotation plan

WEEKLY LESSON PLAN
RELATED INSTRUCTION

DATE Week 8
QUARTER 3

JUNIOR YEAR

Duty Block: C & D
Task: Operate Adding and Calculating Machines
Utilize Reprographics

Monday

Paper-pencil test—use of period, question mark, exclamation point

Review:
1. Multiplication of decimals
2. Movement of decimal
3. Rounding answers

Math test on Tuesday

Tuesday

Paper-pencil test—decimals and rounding

Introduce:
1. Semicolon rules
2. Colon rules

Assign: Practice exercises from Business English and Communication, Unit 24

Wednesday

Check English assignment orally

Introduce: Use of the dash

Assign: Practice of exercises, Unit 24

Introduce: Business weights and measures
1. C
2. Cwt.
3. M

Assign: Problems from Vocational Mathematics for Business, page 151

Thursday

Review:
1. Semicolon
2. Colon
3. Dash

Assign: Application exercises and workbook pages for Unit 24
Check math assignment—use chalkboard
Introduce: business measures:
1. Lbs.
2. Oz.
3. Ton

Assign: Pages 152, 153

Friday

Check English assignment—test on Monday

Review:
1. C
2. Cwt.
3. Ton
4. M
5. Oz
6. Lbs.

Check: Assignment, pages 152-153 153

WEEKLY LESSON PLAN
RELATED INSTRUCTION

JUNIOR YEAR

DATE Week 9
QUARTER 3

Duty Block: C & D
Task: Operate Adding and Calculating Machines
Utilize Reprographics

Monday

Type:
1. Warm-up drills, page 313
2. One-minute timings, page 313
3. Lesson 210, Problems 1 and 2

Introduce:
1. Different sizes of stationery
2. Margin settings and placement

Rotation plan

Tuesday

Type:
1. Warm-up drills, page 311
2. One-minute timings, page 311
3. Lesson 210, Problems 3 and 4

Rotation plan—change for Week 4

Wednesday

Type:
1. Warm-up drills, page 314
2. One-minute timings, page 314
3. Lesson 211, Problems 1 and 2

Rotation plan

Thursday

Type:
1. Warm-up drills, page 280
2. One-minute timings, page 281
3. Two 5-minute timings, page 281
4. Lesson 211, Problems 3 and 4

Rotation plan

Friday

Type:
1. Warm-up drills, page 280
2. One-minute timings, page 280
3. Two 5-minute timings, page 281
4. Lesson 212, Problems 1 and 2

Rotation plan

WEEKLY LESSON PLAN
RELATED INSTRUCTION

DATE Week 9
QUARTER 3

JUNIOR YEAR

Duty Block: C & D
Task: Operate Adding and Calculating Machines
Utilize Reprographics

Monday

Paper-pencil test—use of semicolon, colon, dash

Introduce business weights and measures continued:
1. Gross
2. Dozen

Assign: Vocational Mathematics for Business, page 154—work in class

Tuesday

Introduce: Basic comma rules
1. In compound sentence
2. In a series
3. After introductory word, phrase, or clause
4. Before subordinate clause following a main clause

Assign: Application exercises in textbook, page 187
Review: Business weights and measures—test Wednesday
Compute: Problems from practice sheet (made by teacher)

Wednesday

Check: English assignment orally in class
Assign: Workbook exercises for Unit 25

Paper-pencil test—business weights and measures

Thursday

Check: English assignment orally in class
Review weak areas—test on Friday

Present:
1. Number of days in each month
2. Determining exact days between dates

Assign: Vocational Mathematics for Business, page 197

Friday

Paper-pencil test—basic comma rules

Youth organization meeting—plan spring banquet

WEEKLY LESSON PLAN
RELATED INSTRUCTION

DATE Week 1
QUARTER 4

JUNIOR YEAR

Duty Block: C & D
Task: Operate Adding and Calculating Machines
Utilize Reprographics

Monday

Type:
1. Warm-up drills, page 316
2. One-minute timings, page 311
3. Lesson 212, Problems 3 and 4

Rotation plan

Tuesday

Type:
1. Warm-up drills, page 317
2. One-minute timings, page 319
3. One 5-minute timing, page 319
4. Lesson 214, Problems 1 and 2

Rotation plan—Change for Week 5

Wednesday

Type:
1. Warm-up drills, page 317
2. One-minute timings, page 319
3. Lesson 214, Problems 3 and 4

Rotation plan

Thursday

Type:
1. Warm-up drills, page 319
2. One-minute timings, page 319
3. Two 5-minute timings, page 319
4. Lesson 215, Problem 1

Rotation plan

Friday

Type:
1. Warm-up drills, page 319
2. One-minute timings, page 320
3. Lesson 215, Problem 2

Rotation plan

WEEKLY LESSON PLAN
RELATED INSTRUCTION

DATE Week 1
QUARTER 4

JUNIOR YEAR

Duty Block: C & D
Task: Operate Adding and Calculating Machines
Utilize Reprographics

Monday

Introduce: comma rules continued
1. Interrupting elements
2. Explanatory elements

Apply knowledge:
1. Write out textbook assignment in class
2. Check work orally in class

Check: Assignment from last Thursday—finding number of days between dates

Tuesday

Review: Introduction of comma rules
Apply Knowledge: Workbook pages for Unit 26
Introduce:
1. Computing ordinary simple interest
2. Computing exact simple interest
3. Students work problems on chalkboard, Vocational Mathematics for Business, pages 203, 204

Wednesday

Check English assignment—workbook pages for Unit 26
Review:
1. Computing number of days between dates
2. Computing ordinary interest
3. Computing exact interest

Test on Thursday

Thursday

Paper-pencil test over review mentioned above

Introduce remaining comma rules:
1. With modifying adjectives
2. To indicate omissions
3. In direct address
4. In repeated expressions
5. In numbers, between unrelated numbers

Assign: Application exercises for Unit 27

Friday

Check assignment
Assign: Workbook pages for Unit 27

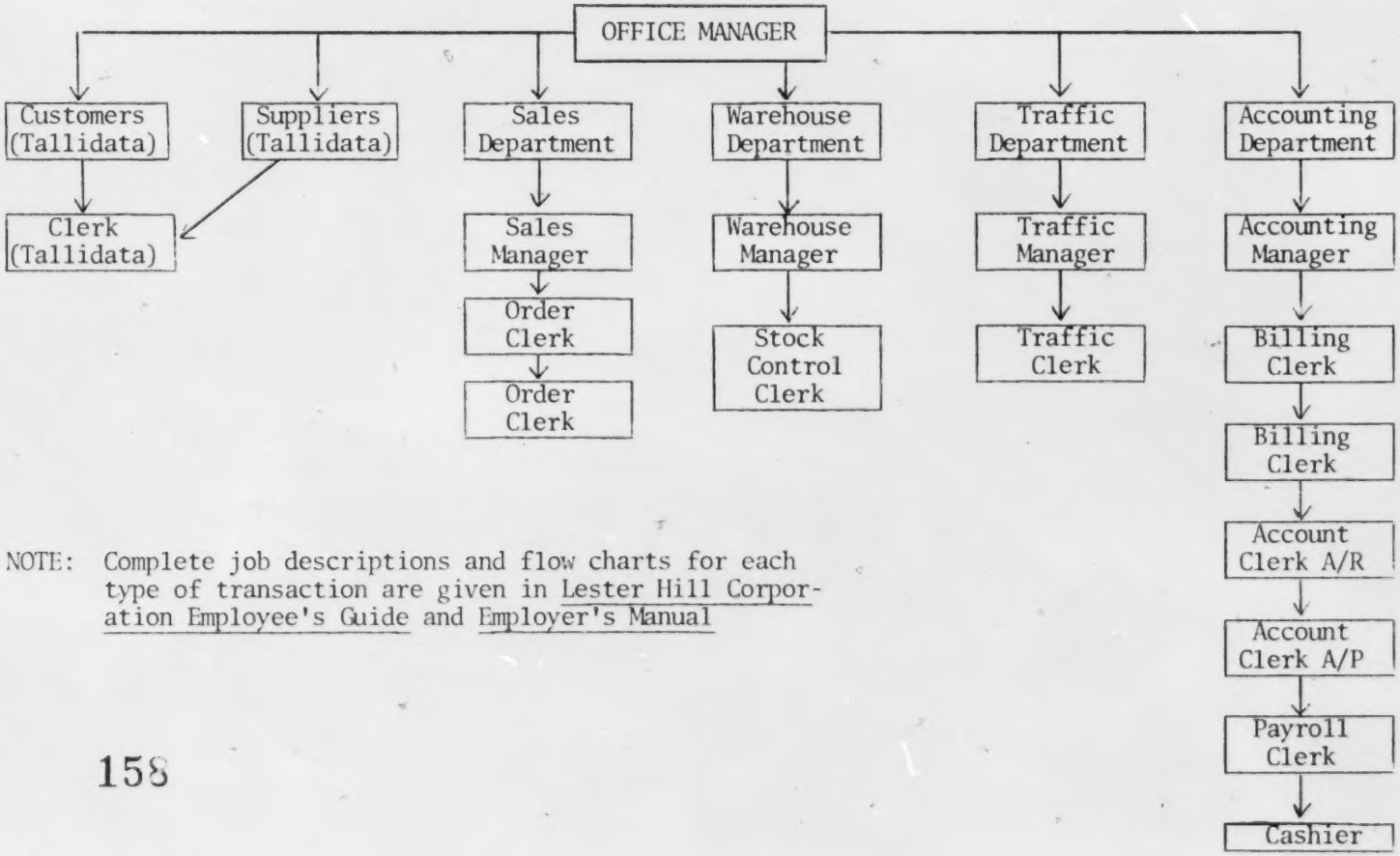
Introduce:
1. 60-day,6% method
2. Comparison to previous methods of computation

Assign: Vocational Mathematics for Business, page 205

These lesson plans for the DUTY BLOCK, "Preparing Business Forms and Reports" are sample lesson plans which illustrate the use of an office simulation, The Lester Hill Corporation, in the senior year. Fundamental knowledge is reviewed and applied in a simulated office situation and basic skills are further developed as they are applied. The following diagram illustrates the office organization.

Each student will spend two weeks at a job station and then be moved vertically or horizontally according to his ability, his past performance and his need for specific training.

Students will give work for their job station in the Lester Hill Corporation first priority. When their desks are clear, they will return to textbook assignments for the week. These may be given out on Monday on a weekly assignment sheet, given daily, or as the need arises. These assignments will always include work which requires adding machines and/or calculators and work which requires typewriters. Students will schedule their own work according to the availability of equipment.



NOTE: Complete job descriptions and flow charts for each type of transaction are given in Lester Hill Corporation Employee's Guide and Employer's Manual

WEEKLY LESSON PLAN
RELATED INSTRUCTION

DATE Week 1
QUARTER 2

Duty Block: Prepare Business Forms and Reports
Task: Compute Numerical Source Documents

Monday

Put six simple sales orders from Lester Hill Corporation customers in the "mail". These should go from Tallidata to the Sales Department.

Give assignments from Intensive Clerical and Civil Service Training, Basic Typewriting Operations Principles and Problems, and Clerical Office Procedures Office Work Assignments.

Tuesday

Sales Department should complete shipping orders and send them to the Warehouse, where the orders should be processed and sent to the Traffic Department.

The teacher becomes the Office Manager, following orders through the simulation and checking all details of the first transactions.

Add review assignments.

Wednesday

The first shipping orders should be in the Accounting Department.

Issue six new orders, choosing more difficult orders.

Add review assignments.

Thursday

The first orders should be received by Tallidata.

Issue six to eight new orders.

Add review assignments.

Friday

Issue six to eight new orders.

Payroll clerk should begin preparation of payroll. Instructor will verify time and indicate bonuses and deductions.

Weekly evaluation should be given to students on their work at their Lester Hill Corporation job station.

Evaluation of other assignments will be given on Monday when assignments for the following week are given.

WEEKLY LESSON PLAN
RELATED INSTRUCTION

DATE Week 1
QUARTER 2

Duty Block: Prepare Business Forms and Reports
Task: Compute Numerical Source Documents

Monday

Review mathematical computations for:

1. Making extensions: 3 doz. @ $10.47 = $31.41
   2 only @ $26.05 = $52.10
2. Finding totals: $31.41 plus $52.10 = $83.51
3. Computing trade discounts: 40% of $83.51 = $33.40(40)
4. Finding amount due: $83.51 - $33.40 = $50.11

Use practice problems from Lester Hill sales orders.

Practice copying a series of numbers from one column to another

Tuesday

Study Lester Hill catalog to determine where and how to find:

1. Stock numbers
2. Units of measure
   Convert feet, inches, and yards to common unit
   Convert gallons to tins or drums as specified
   Determine yards of carpeting of various widths to cover specified areas
3. Importance and significance of weight per unit

Work out sample orders including extensions, totals and trade discounts.

Wednesday

Keep inventory records
1. Units of measure
2. Minimum and maximum quantities
3. Reorder point

Prepare purchase orders
1. Determine quantity
2. Identify supplies
3. Identify stock no., etc.

Thursday

Compute transportation charges
1. Distance
2. Weight
3. Freight rate

Prepare sample freight memoranda

Friday

Paper and pencil test over various computations.

DAILY LESSON PLAN

DATE Week 1-Monday
QUARTER 2

LABORATORY Activity for Duty Block: Prepare Business Forms
Task: Compute Numerical Source Documents

Performance Activities:

Typing Warm-up: Use Speed and Accuracy Drills, p. 4, for warming-up drills and acceleration sentences - 5 minutes
Same book, p. 14, for figure and character drills - 3 minutes
Timed writing from straight copy materials, beginning p. 20 - 5-minute writing - Allow time for proofreading and computing GWAM.

Teacher Demonstration: Demonstrate proper use of electronic calculators and explain assignment from Intensive Clerical and Civil Service Training. Demonstrate procedure for backspace centering of tabulated material and explain assignment from Basic Typewriting Operation Principles and Problems.

Lester Hill Simulation: Route six simple orders through Tallidata to Sales Department. Throughout the simulation, Lester Hill duties will receive first priority. In remaining time, other assignments will be completed, the rotation determined by availability of calculators, since each desk is equipped with a typewriter.

Recap: Close lab sessions with summary of activities completed and outline of work for tomorrow.

Materials Needed:

Textbooks for Classroom Use:

Lester Hill Employee's Guide, McGraw-Hill, 1971
Speed and Accuracy Drills, The H. M. Rowe Company
Basic Typewriting Operations: Principles and Problems, South-Western Publishing Co., 1965
Intensive Clerical and Civil Service Training, South-Western Publishing Co., 1968

Teacher Resource Materials:

Lester Hill Employer's Guide, McGraw-Hill, 1971
Lester Hill Incoming Orders Booklet, McGraw-Hill, 1971

Supplies:

typing paper, eraser or liquid paper, Lester Hill forms

Special Equipment:

10-key adding machine, electronic calculators, typewriters

DAILY LESSON PLAN

DATE Week 1-Monday
QUARTER 2

LABORATORY Activity for Duty Block: Prepare Business Forms
Task: Compute Numerical Source Documents

Performance Activities:

Using a blackboard or overhead projector, teacher will demonstrate the basic arithmetic processes of multiplication, addition and subtraction using decimals and percents. This should be a reinforcement of previously developed skills.

Students will complete ten review problems.

Teacher will review terminology--extensions, trade discount and amount due.

Using some problems from Lester Hill sales orders, students will make complete calculations for ten sales orders.

Students will exchange papers and check for errors in copying numbers or in calculations.

Using columns of numbers which have been duplicated, students will copy numbers, exchange papers and proofread.

Materials Needed:

Textbooks for Classroom Use:

Lester Hill Employee's Guide

Teacher Resource Materials:

Lester Hill Employer's Guide, Incoming Orders Booklet
Clerical Office Procedures, Computing, pp. 46-56

Supplies:

paper and pencils, duplicated problems and columns of numbers

DAILY LESSON PLAN

DATE Week 1-Tuesday
QUARTER 2

LABORATORY Activity for Duty Block: Prepare Business Forms
Task: Compute Numerical Source Documents

Performance Activities:

Typing Warm-up: Speed and Accuracy Drills, pp. 4,5,14,15 - 10 minutes
Timed writing, p. 20

Use 60 GWAM with 5 or less errors, current rate for employability, as a goal. Each student should set a personal goal for improvement for the week.

Assignments: Add pp. 1-4 from Clerical Office Procedures, Office Work Assignments, arithmetic drills and computing extensions.

Lester Hill Simulation: Teacher acts as office manager and follows first set of orders through each department, checking all details of first transactions. The first orders should be through the Sales Department, the Warehouse and in the Traffic Department. Release six additional simple sales orders.

Recap: Close lab session with summary of day's work and discussion of any problems of work flow.

In the last 10 minutes, time a second 5-minute writing at the typewriter and compare differences in speed with speed at beginning of lab session.

Materials Needed:

Textbooks for Classroom Use:

Add Clerical Office Procedures, Office Work Assignments, South-Western Publishing Co., 1973.

Teacher Resource Materials: Same

Supplies:

Same

Special Equipment:

Same

DAILY LESSON PLAN

DATE Week 1-Tuesday
QUARTER 2

LABORATORY Activity for Duty Block: Prepare Business Forms
Task: Compute Numerical Source Documents

Performance Activities:

Using Lester Hill Employee's Guide, the student will turn to catalog pages and note format, including stock number, description, selling unit, unit price, etc.

Stress importance of unit of measure.

Review number of inches in foot, feet in yard and compute sample problem of square yards of carpeting required for given room dimensions.

Work out sample orders, using samples from Lester Hill. Include checking customer order with items available in catalog, making extensions, finding totals and computing trade discounts.

Materials Needed:

Textbook for Classroom Use:

Lester Hill Employee's Guide

Teacher Resource Material: Same as Monday

Supplies:

duplicated shipping orders and customer's orders, pencils

Equipment:

overhead projector or blackboard for teacher illustration and demonstration

DAILY LESSON PLAN

DATE Week 1-Wednesday
QUARTER 2

LABORATORY Activity for Duty Block: Prepare Business Forms
Task: Compute Numerical Source Documents

Performance Activities:

Typing Warm-up: Speed and Accuracy Drills, pp. 5,6,16,17 - 10 minutes
Timed writing, p. 21.

Assignments: Add pp. 49-52, from Clerical Office Procedures, Office Work Assignments, computing inventory costs and pp. 121-8, typing purchase requisitions, purchase orders and sales orders.

Lester Hill Simulation: The first customer's orders should be in the Accounting Department. Issue six additional orders, choosing at least two of the more complicated orders.

Recap: End the laboratory period with discussion of the day's work and any problems which may have developed.

Take a second timed writing for the day to further develop and evaluate typing skill.

Materials Needed:

Textbooks for Classroom Use: Same

Teacher Resource Materials: Same

Supplies: Same

Special Equipment: Same

DAILY LESSON PLAN

DATE Week 1-Wednesday
QUARTER 2

LABORATORY Activity for Duty Block: Prepare Business Forms
Task: Compute Numerical Source Documents

Performance Activities:

Using overhead projector or giving students samples, teacher will point out parts of an inventory card.

Point out importance of interpreting customer's orders in terms of units of measure recorded on inventory card.

Note how to identify supplier.

Identify company stock number with supplier's catalog number and customer's description.

Note minimum and maximum quantities to be kept in stock room and reorder point.

Student will make entries on sample inventory cards from teacher's dictation.

Given blank form student will prepare a rough draft of a purchase order.

Materials Needed:

Textbooks for Classroom Use:

Lester Hill Employee's Guide

Teacher Resource Material:

Clerical Office Procedures, pp. 486-96
Lester Hill Employer's Guide

Supplies:

sample inventory cards, blank purchase orders, pencils

DAILY LESSON PLAN

DATE Week 1-Thursday
QUARTER 2

LABORATORY Activity for Duty Block: Prepare Business Forms
Task: Compute Numerical Source Documents

Performance Activities:

Typing Warm-up: Speed and Accuracy Drills, pp. 7,8,18 - 10 minutes
Timed writing, p. 22.

Assignments: Add pp. 5-10 from Clerical Office Procedures Office Work Assignments, arithmetic drills and drills for finding errors.

Lester Hill Simulation: The first customers' orders should be "out" to Tallidata and be coming back to the Lester Hill cashier. Add six to eight new orders.

Recap: Same. Timed writing, same.

Materials Needed:

Textbooks for Classroom Use: Same

Teacher Resource Materials: Same

Supplies: Same

Special Equipment: Same

DAILY LESSON PLAN

DATE Week 1-Thursday
QUARTER 2

LABORATORY Activity for Duty Block: Prepare Business Forms
Task: Compute Numerical Source Documents

Performance Activities:

Using Lester Hill Employee's Guide, students will determine distance from warehouse, weight of shipment, class of freight and freight rate.

From this information students will compute transportation charges.

Using blank forms, students will prepare freight memoranda in rough draft form.

Materials Needed:

Textbook for Classroom Use:

Lester Hill Employee's Guide

Teacher Resource Material:

Lester Hill Employer's Guide
Clerical Office Procedures, pp. 172-80

Supplies:

blank freight memoranda, pencils

DAILY LESSON PLAN

DATE Week 1-Friday
QUARTER 2

LABORATORY Activity for Duty Block: Prepare Business Forms
Task: Compute Numerical Source Documents

Performance Activities:

Typing Warm-up: Speed and Accuracy Drills, pp. 9,10,19 - 10 minutes or more if needed.
Timed writing, p. 23.

Assignments: All assignments outside Lester Hill should be handed in today for evaluation.

Begin preparation of payroll. Teacher will illustrate on blackboard or by use of overhead projector the method of completing the weekly time card. When these are completed, they will be given to the Payroll Clerk, who will be given individual help in interpreting the instructions for preparing a Lester Hill payroll.

Lester Hill Simulation: The routine will continue with six to eight new customers' orders added.

Evaluation: Give students individual evaluations of their work in the Lester Hill simulation. Evaluation of other assignments may be deferred until Monday.

Materials Needed:

Textbooks for Classroom Use: Same

Teacher Resource Materials: Same

Supplies: Same

Special Equipment: Same

DAILY LESSON PLAN

DATE Week 1-Friday
QUARTER 2

RELATED Instruction for Duty Block: Prepare Business Forms
Task: Compute Numerical Source Documents

Performance Activities:

Paper and pencil test over:

1. Basic arithmetic calculations
2. Making extensions and finding totals
3. Finding inventory balances

Materials Needed:

Teacher prepared test copies

WEEKLY LESSON PLAN
RELATED INSTRUCTION

DATE Week 2
QUARTER 2

Duty Block: Prepare Business Forms and Reports
Task: Compute Numerical Source Documents

Monday

Put six sales orders from Lester Hill Corporation customers in the "mail". Choose orders with more than one freight rate and minor corrections required in quantities ordered.

Give a weekly assignment containing assignments from Intensive Clerical and Civil Service Training, Basic Typewriting Operations Principles and Problems, and Clerical Office Procedures.

Begin each lab period with typing warm-up and timed writing.

Tuesday

Put eight to ten new sales orders in the "mail".

Call a staff meeting of the Sales Department and the Warehouse to go over the handling of back orders and drop shipments.

Continue work on weekly assignments of review and drill materials.

Have individual conferences with students on the quality of their work in the simulation and of their individually prepared work from last week's assignments.

Wednesday

Put six to eight new sales orders in the "mail".

Call staff meeting of the Accounting Department to go over the procedures for recording Accounts Receivable, Accounts Payable and receiving checks from customers and writing checks to suppliers.

Continue assignments.

Have individual conferences as required.

Thursday

Put six new sales orders in the "mail". Include a drop shipment and a request for a donation of merchandise for charitable purposes.

Call staff meeting of Tallidata representatives to go over their procedures for handling their flow of work.

Continue assignments.

Friday

Give Civil Service Test 3 from Civil Service Tests for Typists, Gregg/McGraw-Hill Book Company. This test has a total of eight parts, each of which is timed separately for a total of 70 minutes. Allowing time for marking errors after each part, this test will require half of the lab time.

The rest of the lab period should be used for completing any Lester Hill Corporation work left in work-in-process folders and any review assignments not complete. Students will move to a new job on Monday.

WEEKLY LESSON PLAN — RELATED INSTRUCTION

DATE Week 2
QUARTER 2

Duty Block: Prepare Business Forms and Reports
Task: Compute Numerical Source Documents

Monday

Study pre-printed forms and prepare samples in rough draft

1. Shipping Order
2. Freight Memoranda
3. Purchase Order
4. Invoice

Tuesday

Present concept of accounts receivable

1. Classified as asset on balance sheet
2. Identify invoice to customer with debit to account
3. Identify check from customer with credit to account
4. Use "T" accounts to illustrate some Lester Hill accounts receivable

Wednesday

Make entries in accounts receivable accounts

1. Use invoices previously prepared for source documents for debit entries
2. Use list of checks received as source documents for credit entries

Thursday

Using accounts previously recorded

1. Find account balances
2. Prepare Schedule of Accounts Receivable

Checking accuracy of work

1. Students exchange records for checking accuracy
2. Follow steps in audit for finding errors

Friday

Youth Club meeting

1. Agenda to include appointing a committee to work with teacher in planning field trip to United Telephone Co.

WEEKLY LESSON PLAN
RELATED INSTRUCTION

DATE Week 3
QUARTER 2

Duty Block: Prepare Business Forms and Reports
Task: Type Various Business Forms

Monday

Students will begin their new job assignment today.

Issue eight to ten orders to Lester Hill.

Have committee of students prepare a bulletin board display including a flow chart for the Lester Hill sales order and samples of business forms used in the business.

Working with the file clerk, check the accuracy of forms which have reached the file.

Conduct a clinic on the process of tracking an error in Lester Hill.

Tuesday

Put eight to ten orders in "mail".

Return Civil Service tests with evaluation and give review assignments for the week, using Intensive Clerical and Civil Service Training, Basic Typewriting Operations and Clerical Office Procedures.

Begin each lab period with typing warm-up and timed writing. When speed scores warrant, end the lab with timed writing also.

Wednesday

Put eight to ten orders in "mail".

Begin with typing warm-up and timed writing.

Have a second committee of students prepare a bulletin board display of a flow chart illustrating Lester Hill's cash flow system.

With aid of file clerk, conduct a workshop on various office supplies available, method of requisitioning supplies and correction materials.

Thursday

Give a production-type test which would require the computing and typing of a sales order, a shipping order, a freight memorandum and an invoice. The test should also contain some straight copy typing. The test should take no more than half the lab time.

Put two customer orders in the "mail".

Friday

Upon returning from the field trip, discuss the various aspects of employment observed by students. They should be able to write a report of at least three paragraphs including their personal reaction to employment in the clerical jobs observed.

WEEKLY LESSON PLAN
RELATED INSTRUCTION

DATE Week 3
QUARTER 2

Duty Block: Prepare Business Forms and Reports
Task: Type Various Business Forms

Monday

Study statement of account form
1. Compare with invoice and purchase order
2. Note how information comes from accounts receivable

Prepare rough draft statements of account from accounts previously prepared.

Tuesday

What to do in case of error
1. Proofread before taking out of typewriter
2. Proofread with another person
3. Kinds of errors to be alert for
4. Customer error or company error?
5. When an error can be corrected, when it must be retyped, and when correcting entries or letters are required

Wednesday

Review
1. Types of stationery and pre-printed forms used in business
2. Carbon paper and snap-out carbon packs
3. Making corrections by using eraser, correction tape or liquid paper
4. Typing addresses on envelopes or preparing addresses for window envelopes
5. Lining up dollars and cents in money columns
6. Using tabs to type pre-printed forms efficiently

Thursday

Review
1. Distinguishing between company and customer source documents
2. Determining which forms go out in the mail and preparing forms for the mail
3. Routing duplicate copies to various departments or general file

Friday

Field trip to United Telephone Co. where students can observe accounting procedures in customer service as well as various jobs available at this Warren office.

WEEKLY LESSON PLAN
RELATED INSTRUCTION

DATE Week 4
QUARTER 2

Duty Block: Prepare Business Forms and Reports
Task: Type Various Business Forms

Monday

Issue six new customer orders.

Hold short staff meeting with Lester Hill employees to review work flow and note any areas where work may have piled up due to absence or error.

Continue working on typing skill, using warm-up exercises, drills and timed writings.

Tuesday

Issue eight to ten new customer orders.

With the aid of the Payroll Clerk, hold a workshop session on how the payroll is prepared.

Give review assignments on payroll from Clerical Office Procedures and Century 21 Accounting.

Wednesday

Issue eight to ten new customer orders.

Work on payroll assignments and on practice work sheets in Chapter 9, Century 21 Accounting, explained in related class.

Thursday

Issue new customer orders to keep the flow of paper work going smoothly through the Lester Hill Corporation.

Complete the income statements from the work sheet problems completed yesterday.

Friday

Be sure all Lester Hill job stations are up to date in their work.

Complete balance sheets from the work sheet problems previously completed.

Give individual student evaluations of work for corporation and announce new job assignments to begin on Monday.

WEEKLY LESSON PLAN
RELATED INSTRUCTION

DATE Week 4
QUARTER 2

Duty Block: Prepare Business Forms and Reports
Task: Type Various Business Forms

Monday

Test over identification of business forms used in the Lester Hill Corporation, circumstances when each form would be used, and preparation of forms in rough draft.

Tuesday

Using overhead projector or blackboard, explain computation of payroll: Gross pay, exemptions, bonuses (overtime), deductions for taxes and for absence. Discuss sick leave policies. (A sick leave policy should be in effect in the Lester Hill Corporation.)

Wednesday

In preparation for next week's work on compilation of statistical reports, present the preparation of a work sheet in accounting. See Chapter 9 in Century 21 Accounting.

Thursday

Using work sheets prepared yesterday, illustrate the manner in which Income Statements are prepared.

Friday

Using the same work sheets, illustrate the manner in which Balance Sheets are prepared.

WEEKLY LESSON PLAN
RELATED INSTRUCTION

DATE Week 5
QUARTER 2

Duty Block: Prepare Business Forms and Reports
Task: Type Statistical Reports

Monday

Change to Statistical Typing with Tabulation Problems for warm-up and drills. Change to High Speed for timed writing material.

Issue new orders to Lester Hill. Students will begin a new job assignment today.

Make review assignments from Statistical Typing, concentrating on exercises with columns of numbers and unusual arrangements.

Tuesday

Issue new orders to Lester Hill Corporation.

Type financial statements completed last week as part of the extra assignment.

Wednesday

Issue new orders to Lester Hill Corporation and check the work-in-process folders in each department to be sure no one is behind in his work assignment.

Add the assignment of making copies of the complicated financial statements in Clerical Office Procedures to week's extra assignments to be completed when the day's job in the simulation is completed.

Thursday

Issue new sales orders.

With the aid of the Accounts Receivable Clerk, hold a short workshop on compiling and typing a Schedule of Accounts Receivable for Lester Hill Corporation. Schedules of both Accounts Receivable and Accounts Payable should be prepared by the respective clerks.

Friday

Use one-half of the lab period to complete assignments and the other half for a youth club meeting.

The club meeting should include a speaker from a firm which prepares income tax returns to speak on how students would file a short form for their part-time jobs and other problems of income tax filing and payment.

A committee should be appointed to help arrange a field trip for next Friday to the Trumbull Manufacturers Association, a firm which collects, compiles and prints statistical data.

WEEKLY LESSON PLAN
RELATED INSTRUCTION

DATE Week 5
QUARTER 2

Duty Block: Prepare Business Forms and Reports
Task: Type Statistical Reports

Monday

Review how to set up tabulated material on the typewriter. Make computations for both Pica and Elite type, for paper 8-1/2 x 11 inches both vertically and horizontally typed. Make computations for continuing a tabulation to the second page either vertically or horizontally.

Refer to Statistical Typing with Tabulation Problems, South-Western Publishing Company.

Tuesday

Referring to Century 21 Accounting, Chapters 9 and 10 and to Clerical Office Procedures, beginning page 415, present ideas on understanding financial statements.

Wednesday

Referring to the same textbooks present how to type financial statements.

Thursday

Referring to Century 21 Accounting, present how to compile and type Schedules of Accounts Receivable and Accounts Payable.

Friday

Test over the work sheet and financial statements.

WEEKLY LESSON PLAN
RELATED INSTRUCTION

DATE Week 6
QUARTER 2

Duty Block: Prepare Business Forms and Reports
Task: Type Statistical Reports

Monday

Continue Statistical Typing with Tabulation Problems for warm-up and drills.

Put six new customers' orders in the "mail" for Lester Hill, choosing those which will require some correspondence before they can be completed.

Make extra assignments from Statistical Typing again this week.

Tuesday

Put eight to ten new orders in the "mail".

Help employees in Sales Department and Tallidata use the sample letters to compose those they need to carry on the correspondence required in their job.

Continue with extra assignments on tabulation and typing statistical material.

Wednesday

Continue with Lester Hill jobs.

Help committee working on setting up and duplicating questionnaire.

Thursday

Continue with Lester Hill jobs.

Help committee preparing results of survey for duplication.

Friday

Upon return from the field trip, students should discuss their observations of the various operations observed and give their reactions to working there.

Prepare desks for transfer to a new job on Monday.

WEEKLY LESSON PLAN
RELATED INSTRUCTION

DATE Week 6
QUARTER 2

Duty Block: Prepare Business Forms and Reports
Task: Type Statistical Reports

Monday

Refer to Business English and Communication, Chapter 46, Claim and Adjustment letters and write some sample letters which would require to use numerical tabulations in the body of the letter.

Tuesday

Referring to situations in Lester Hill which require the composition of letters to customers regarding their orders for merchandise, compose sample letters which may be used by the employees involved.

Review letter placement to include tabulated material.

Wednesday

Devise a questionnaire which could be used in this class to take a survey which will result in statistical information. This could include such information as height, weight, number of years attended Warren Schools, family income (within range), anticipated salary on first job, anticipated salary after working ten years, etc. Assign a committee to set the questionnaire up and arrange for its typing and duplication during the lab period.

Thursday

Fill out the questionnaires and appoint a committee to compile the results and prepare the results for typing and duplication.

Friday

Field trip to Trumbull Manufacturers Association, where they will observe the gathering of statistical data, compiling the data, preparing it for duplication, duplication, assembling, using Addressograph labels and preparing material for mailing.